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ABSTRACT

This collection of 24 articles provides examples of innovative practices in professional development for part-time faculty. Included in the proceedings are the following: (1) "Identifying Professional Development Programs for Two-Year College Occupational/Technical Faculty" (James L. Hoerner and others); (2) "Part-Time Faculty, Full-Time Excellence" (Cynthia A. Barnes); (3) "Part-Time Faculty: An Untapped Resource" (Dennis S. Bartow); (4) "Part-Time Faculty in Technology: Special Needs, Special Responses" (Michael Bishara and others); (5) "Part-Time Faculty Employee Orientation and Socialization for Community Colleges" (Janice Black); (6) "Wishes and Warnings: Genesis of a Faculty Associate Organization" (Kristine Daines); (7) "Part-Time Faculty--Poison or Cure for Higher Education's Ills?" (Gail Evans and others); (8) "Professional Development of Part-Time Faculty: Findings from a Survey of Public Postsecondary Technical Education Institutions" (Kevin Hollenbeck and Betty Rider); (9) "Educators Peer Instructional Consulting (EPIC) Project" (Donald Hoyt); (10) "The Georgia Teacher Educators in Agriculture Consortium (G-TEACh): A Consortium Model for Utilization of Part-Time Faculty" (Maynard J. Iverson); (11) "A Human Resources Development Approach to Part-Time Faculty" (Diana K. Kelly); (12) "Implementing a Team Teaching Approach for Part-Time Faculty Development" (Thomas C. Leitzel); (13) "Occupational Training for the Real World: Bridging the Classroom-to-Corporation Gap" (Janet L. Littrell); (14) "Comprehensive Programming: Meeting Faculty Needs" (Linda Luehrs); (15) "Helping Part-Time Faculty Become Part of the Team" (Gaye Luna); (16) "Part-Time Faculty Development: An Integrative Approach" (E. J. Luterbach and Ed Kamps); (17) "Butler County Community College's Peer Consultation" (Donna Malik and Cindy Hoss); (18) "Communication Bridges and Adjunct Faculty Development" (Catherine Michael); (19) "Effective Use of Practicing Professionals in Higher Education" (Shirley R. Rickert and Michael J. Miller); (20) "Training-Letters: Instructional Skills Training via Distance Delivery for Professional Development of Two-Year College Part-Time Faculty" (Jack H. Shrawder); (21) "An Assessment Program Enhances Faculty Development" (Carol Sunshine); (22) "The ESL (English-as-a-Second-Language) Student: Strategies for Meeting Their Needs" (Linda K. Wark and Norv Wellsfry); (23) "A Comprehensive Professional Development Program for Part-Time Faculty" (James M. Williams); and (24) "Full-Time Synergism for Part-Time Faculty" (Eleanor S. Young). A summary of roundtable discussions (Michael D. Truman) and a list of participants' addresses and telephone numbers are included. (PAA)

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National Center for Research in
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University of California, Berkeley

PROCEEDINGS FROM NATIONAL CONFERENCE ON PROFESSIONAL DEVELOPMENT OF PART-TIME OCCUPATIONAL/TECHNICAL FACULTY

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PREFACE

Within the last decade, part-time faculty have become a visible portion of the workforce in community colleges. The American Association of Community and Junior Colleges (AACJC) reports that sixty percent of community college faculty are hired to teach part-time and are responsible for twenty-five percent of all credit courses taught by community colleges.

Reasons for hiring part-time faculty include (1) increased flexibility in allocating instructional resources, (2) the demand for specialized courses in advanced technology, (3) the need to schedule off-campus courses for business and industry, and (4) the need to respond to expansion and decline of student enrollments. In short, part-time faculty provide a wealth of skills and knowledge at relatively low cost and their services are available on a temporary basis at the convenience of their employing institutions. However, the steadily increasing number of part-time faculty has forced instructional administrators to face new challenges in human resource development. Many part-timers are recruited from non-academic sources such as businesses and industries. The majority have had little or no experience in teaching; many are unfamiliar with the mission, goals, and policies of community colleges.

To deal with the professional development needs of part-time faculty, administrators have employed a variety of strategies, including group orientation sessions, one-to-one counseling with division chairs or other college faculty, workshops on developing teaching skills, team teaching, and mentoring. While a few colleges report success in involving part-time faculty in professional development activities, many encounter obstacles in scheduling activities to attract individuals whose major commitments are to jobs outside the community college. Developing incentives to encourage participation in staff development has also proven difficult. In addition, communication with the part-time segment of the faculty often appears haphazard, with no systematic approach to feedback about instruction and evaluation of students. As a result, part-time faculty experience frustration, often feeling left out of the academic life that initially may have attracted them to the community college. Many want to develop colleagial relationships with other faculty and administrators, including involvement in academic and social activities. At the very least, they require knowledge of institutional policies, procedures, and services available to accommodate instructional needs.

Efforts to develop appropriate strategies for professional development of part-time faculty are surfacing both in the literature and in staff development conferences. Research is underway to find examples of innovative practices in professional development and to discover common threads that link successful human resource development programs in community, technical, and junior colleges. Such efforts were targeted recently for inclusion in a national conference on professional development in Scottsdale, Arizona, with a primary focus on part-time occupational/technical faculty. Sponsors of this conference were the National Center for Research in Vocational Education, the AACJC, and the National Council for Occupational Education. The papers presented at the conference make up this proceedings report. Together, the papers reflect the complexity of offering professional development to part-time faculty. More importantly, they represent a notable attempt at meeting the needs of valuable professionals who add currency and "community" to community college instruction.

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IDENTIFYING PROFESSIONAL DEVELOPMENT PROGRAMS FOR TWO-YEAR COLLEGE OCCUPATIONAL/TECHNICAL FACULTY

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Professional development is more important today than it ever has been. Never has education had so many challenges and opportunities.

If we pay any attention to the various studies that are giving direction for education in the future, *Workforce 2000*, *Workplace Basics*, and *Building a Quality Workforce* to mention only a few, then we must realize the importance of training and retraining our workforce on an ongoing basis. Retooling the adult workforce is one of the greatest challenges of the future that our community and technical colleges face. Johnston and Packer (1987) said in *Workforce 2000* that "education and training are the primary systems by which the human capital of a nation is preserved and increased" (p. xxvii). The September 1988 National Teleconference by the National Center for Research in Vocational Education stated, "the single greatest key to our nation being competitive in the international market place is our education system preparing the workforce of tomorrow." Jennifer Dorn, U. S. Assistant Secretary of Labor, stated December 2, 1989, in her speech at the American Vocational Association Conference in Orlando, that "The time has come to have a total support system for human resource development." Many educators do not see themselves or view that they are in the business of human resource development. Perhaps we all need to ponder this: If education is not human resource development, then what is it? And, if we want *quality* human resource development in all levels of education, then we must have *quality human resource developers* or quality educators. The key to having quality human resource developers in our community and technical colleges is *quality professional development* or quality faculty renewal. Perhaps the greatest challenge and responsibility of educational leaders, managers, and administrators is to use every means to help faculty do the best job possible.

In January 1989 we were funded by the National Center for Research in Vocational Education to conduct a research project titled *Identifying Professional Development For 2-Year College Occupational-Technical Faculty*. For this project we are defining professional development as "Systematic and intentional efforts delivered at the departmental, divisional, or college level concerning such areas as general professional responsibilities, teaching and advising, discipline competency, and institutional development as related to occupational-technical programs." The purpose of this project is to identify and study professional development programs and activities that work for postsecondary occupational faculty.

After conducting an extensive literature review and convening a national advisory committee consisting of presidents, deans, and division chairs, we conducted an institutional survey during July 1989 of 1252 community and technical colleges. Eight hundred and seventy-eight (seventy percent) completed survey forms were returned. Of the eight hundred and seventy-eight responding institutions, seven hundred and eight (eighty-three percent) of the respondents reported having professional development for occupational faculty. Based on predetermined criteria, forty-six colleges were selected to participate in a follow-up faculty survey. In November/December 1989, thirty faculty survey instruments (twenty for full-time and ten for part-time faculty) were mailed to each of the presidents of the forty-six colleges. As of January 15, 1990, five hundred and eleven instruments (three hundred and sixty-three from full-time and one hundred and forty-eight from part-time faculty) had been returned. Since this was only a thirty-seven percent return, a follow-up is being sent in February 1990 to increase the return.

Both surveys were structured to answer the following four guiding questions for the study:

(1) What are the forms professional development programs take?

(2) What are the primary topics addressed by professional development programs?

(3) What delivery methods are used?

(4) What incentives are used for professional development activities?

Analysis of Institution Survey

The following is the analysis of the findings from the seven hundred and eight institutions which reported having professional development programs for their occupational-technical (OT) faculty. The instruments were completed by various administrators with responsibility for professional development programs. The analysis is reported by the four guiding questions stated previously.

What Forms Do Professional Development Programs Take?

Professional development programs or activities are available to and planned around the full-time faculty. Over fifty-five percent of the institutions rarely have part-time faculty participate in professional development activities and forty-eight percent rarely make professional development activities available to part-time faculty. Planning was not a strong component of professional development programs. Almost three quarters of the responding administrators reported there was little institution wide planning, and many (39.5%) indicated the professional development effort was "unsystematic" at their institution. When planning was done, the emphasis was heavily on full-time faculty input in planning specific professional development activities. Administrator's completing the survey instrument indicated substantial faculty input in planning in over eighty-two percent of the cases; substantial administrative input in planning was reported in only seven percent of the cases.

There was little evidence of institution-wide planning for professional development. Rather, our data suggests a series of activities originating at the department or division level to serve individual full-time faculty's needs. The emphasis was upon the broad category "improvement of instruction" in over two-thirds (67.1%) of the cases with sixty-four percent of the activities based upon identified faculty needs and 59.3% of the activities described as individualized to meet the needs of specific faculty. Many of these identified needs appear to come from the faculty evaluation process. Although there was little evidence of systematic institution-wide planning, there was no evidence of imbalance in the professional development activities either. Ninety-six percent of the institutions reported that OT faculty are treated as well or better than all other faculty in the professional development program. More than half the institutions reported all divisions well served by the programs, felt the programs relevant, and even felt purposes of the program were clear. Fewer than half, however, reported that their professional development programs were

comprehensive, at least "sort of" systematic, had a comprehensive plan for professional development, or had enthusiastic endorsement.

Funding is an important element in any institutional effort. Ninety-three percent of the respondents reported stable or increasing budgets over the past three years. Forty-one percent of the institutions reported an identifiable budget line for professional development. This is consistent with the picture emerging of programs without their own organization or staff and operating as a function of normal operating units with at most an institution-wide coordinating committee. Supporting the emphasis on full-time faculty, 74.3% reported they had no funding for part-time faculty professional development.

What are the Primary Topics Addressed?

Five areas were identified by the respondents. The dominant topic represented in professional development activities was instruction. Within instruction, teaching methods were addressed by eighty-eight percent of the institutions and computer-assisted instruction by eighty-seven percent. Advising and student evaluation, both topics closely related to instruction, were reported by over three-quarters of the institutions. Knowledge and skills updating was identified by eighty-two percent of the institutions and was the second most cited topic area. General curriculum concerns were the third most cited topic area. Within that area, curriculum updating, evaluation, and development were cited by about three-quarters of the respondents. A surprise within this area was the finding that seventy-two percent of the institutions reported activities addressing the role of general education within OT programs. The fourth most cited area consisted of the related topics institutional mission and student characteristics; seventy-two percent or more of the institutions reported coverage of these topics. The final topic area identified was personal development, but the most cited activities addressed computer literacy. It would be hard to distinguish this from the instruction-related topic of computer uses in teaching.

Few activities were identified for part-time faculty. When part-time faculty were involved, it was most often the passive process of allowing access to the activities planned for groups of full-time faculty. Where specific provisions were made for part-time faculty, the topics most often addressed were teaching methods (sixty-four percent), computer applications (fifty-one percent), evaluation (fifty percent), and college mission (forty-nine percent).

What Delivery Methods are Used?

A clear preference emerged for using inexpensive delivery methods for professional development activities and programs whether the program was for full- or part-time faculty. Most institutions (79.1%) used their own personnel as a primary resource in professional development. This is prudent financial management and would appear consistent with the orientation toward individually targeted activities for full-time faculty identified earlier. Institutions chose low cost options as their most frequently used delivery methods. Full-time and part-time faculty professional development activities were reported separately. For full-time faculty there was an expected emphasis upon low cost delivery options, but a surprising emphasis upon group activities. Over ninety percent of the institutions used group workshops, on-campus workshops, and membership in state and national professional associations for their full-time faculty; these are low-cost options. Local, state, and national conference attendance was also used by ninety percent of the institutions. At the local and often the state level, this is a low cost option; it is clearly expensive at the national and sometimes the state level. Seventy percent of the institutions used serving on task forces and panels, reading professional literature, permitting faculty consulting, and individualized orientation sessions as delivery methods for professional development; these are all low cost options. Seventy percent also utilized credit and non-credit coursework, external consultants, and sabbaticals in their professional development activities; these are high cost options. Forty percent of the institutions report using faculty mentoring, publishing, and research activities as delivery methods; these would usually be low cost options. Retreats, faculty exchanges, and internships for full-time faculty were also reported by forty percent of the institutions, and these would usually be high cost options.

Part-time faculty participated in professional development activities in about forty percent of the institutions responding. Five delivery methods were most frequently reported as being used with part-time faculty; all five were low cost options. Group orientation (seventy-three percent of those reporting part-time involvement) and on-campus orientation (sixty-three percent) were the most frequent options; local conferences (forty-five percent) was also high. All of these were group activities. Two individually oriented delivery methods were cited: individualized orientation (fifty-five percent) and non-credit courses (forty-one percent).

What Incentives are Used?

Incentives can be intrinsic or extrinsic rewards for involvement in professional development activities endorsed by the institution. Generally, intrinsic rewards primarily involve the professional or personal interests of the faculty member and are a personal gain for the participant where participation is its own reward. There is usually little cost to the institution. Extrinsic rewards acknowledge that the primary beneficiary of the activity is the institution and an incentive is provided to encourage participation. Professional development programs and activities for full-time faculty are blends of both forms of reward. Over eighty percent of the institutions relied on intrinsic rewards based on the individual professionalism. Over eighty percent also provided extrinsic rewards for involvement in professional development. These rewards or incentives took the form of travel funds and the purchase of special equipment. Over seventy percent provided extrinsic rewards or incentives through released time for faculty and through paid tuition. Over sixty percent of the institutions provided sabbaticals—clearly an extrinsic reward—and paid subscriptions to professional journals and recognition of professional development activities through the annual goal setting process. The last two are incentives; however, they are difficult to classify as clearly intrinsic or extrinsic forms of reward. Just over one half the institutions required participation in professional development activities. That can be either an incentive or a disincentive, depending upon your perspective.

Professional development programs and activities for part-time faculty are not blends of both forms of reward. Part-time involvement is based solely on intrinsic reward with the part-time faculty's commitment to improvement of instruction and individual professionalism cited as incentives.

Analysis of Faculty Survey

The following is a discussion of the preliminary findings and tentative analysis from the five hundred and eleven faculty surveys that had been returned by January 15, 1990. Thus far we had three hundred and sixty-three instruments from full-time and one hundred and forty-eight from part-time faculty. Again the findings are being reported by the four guiding questions as previously stated.

What Forms Do Professional Development Programs Take?

In general, full-time and part-time faculty agreed with each other on the various dimensions of how professional development programs were planned, that is, who participates in planning, the basis for program planning, and which faculty participate in various aspects of professional development. There is similar agreement on the scope of professional development. Specifically, most faculty agreed that full-time faculty participate in planning professional development programs, yet about thirty percent of both the full- and part-timers who responded indicated that professional development programs are planned by administrators without faculty input.

Both categories of faculty generally agreed that the principal focus on professional development in their institutions was instructional improvement. However, about twenty-five percent of the sample who returned questionnaires left blank (or indicated they did not know) the item related to the purpose of professional development programs. The perceived basis for the content of professional development programs was identified need. While the plurality of respondents agreed, the plurality represented only thirty percent of both full- and part-time faculty.

One discrepancy between full- and part-time faculty' perceptions was in the extent that evaluation of instruction was perceived to play a role in identifying professional development needs. Full-time faculty were more likely to believe instructional evaluation played a role than part-time faculty (forty-three percent of full-time as compared to thirty-four percent of the part-time).

About a quarter of the part-time faculty feel they have access to the same professional development activities as full-time faculty; another quarter disagree. The full-time faculty are more likely to agree that both groups have equal access to professional

development. About thirty percent of all respondents said they did not know about the parity between full- and part-time participation in professional development programs.

A high percentage (about twenty-five percent) of the part-time respondents were also ignorant about the extent to which their college's professional development program was comprehensive in terms of departmental or content coverage, methods of presentation, or relevance. The majority of those part-time faculty who responded felt their college's program was comprehensive, multifaceted, and irrelevant. The majority of full-time faculty agreed that their college's programs were multifaceted and also irrelevant.

Clearly, even though some faculty perceive that professional development programs are planned on the basis of identified needs and/or the evaluation of instruction, and many faculty believe the programs are comprehensive and multifaceted, the programs are perceived to be irrelevant. This seems a severe condemnation by a large percentage of both full- and part-time faculty.

Moreover, for all items in the sections of the questionnaire related to the form of professional development programs, the incidence of "Don't Know" responses or omits was high—especially by the part-time faculty. The "Don't Know" response was used by six to forty-three percent of full-time faculty. Such responses by part-time faculty ranged from twenty-five to sixty-three percent. Clearly, there needs to be improved communication about professional development to all faculty, but the problem is greatest among the part-time faculty.

What are the Primary Topics Addressed By Professional Development Programs?

When faculty were asked about their participation in a list of twenty-five program topics, all topic response categories (including "Other") received at least some votes, that is, every topic area was checked more than once. The topics were divided into five broad categories: "Instruction," "Discipline specific skills and knowledge," "Curriculum development and evaluation," "Institutional mission," and "Personal development."

Within the category of "Instruction," five topics were listed, plus "Other." Three of the five were marked by fifty percent or more of the full-time faculty as having been

participated in since Fall 1987: "Teaching methods" (fifty-four percent), "Advising," and "Using the computer in teaching." Almost half had also participated in programs related to "Evaluating student performance." The participation rate by part-time faculty was substantially lower. None of the topics in this, or any other, category were checked by over half of the part-time faculty. The most frequently checked topics in the "Instruction" category for part-time faculty were "Teaching methods" (forty-five percent) and "Using the computer in teaching" (thirty-eight percent).

Only two topics were listed under the heading "Discipline specific skills and knowledge" (plus "Other"). Over sixty percent of the full-time and forty-four percent of the part-time faculty indicated they had participated in professional development programs related to "Updating specific skills in the teaching discipline."

"Curriculum development and evaluation" included four subheadings, plus "Other," and of these only "Updating curriculum" was checked by over half of the full-time faculty. "Updating curriculum" was also the highest rated topic for part-time faculty, marked by forty-eight percent of the respondents. Closely following "Updating curriculum" for part-time faculty was professional development as "Curriculum development" systems, checked by forty-five percent of the respondents. This was also rated second highest by full-time faculty (forty-nine percent).

The major response choice for faculty participating in professional development under the "Institutional mission" category was "Mission of the college." This topic was checked by fifty-two percent of the full-time and forty-three percent of the part-time faculty as a professional development activity in which they have participated since Fall 1987.

It is clear that in these traditional areas, the part-time and the full-time faculty participated in professional development along parallel lines. The major differences being the overall level of participation, that is, full-time faculty participate at a substantially higher rate, but the most frequent topics/areas of participation are similar across assignment. This is not the case in the area of "Personal development." Under this heading were five topics (plus the ubiquitous "Other"). The highest rated item for full-time faculty was "Wellness" in which forty-six percent of the faculty participated. The highest rated area for part-time faculty was "Computer literacy"—taken by thirty-four percent of the respondents. It would seem that the areas listed under this heading are very much in the nature of employment

benefits, and are more likely to be available to full-time faculty. This is only a suspicion that needs to be examined more specifically in the case studies scheduled for Phase II of the study.

Rates of participation are one gross indicator of quality. Another is asking directly about the quality of program offerings. A three point scale (1=low, 3=high) provided a quality rating of each topic the faculty member had participated in during the period under study. Of the twenty-five program topics listed (including "Other"), the full-time faculty had only five rated as low by over twenty percent of the respondents, that is, thirty-one percent of the ninety-one faculty who had participated in a program related to "Financial planning or management" (under the heading "Personal development") rated the quality as low. Two of those with relatively low ratings were "Other."

Part-time faculty were more generous in their ratings of quality. Only one program area had a rating of low by as many as twenty percent of the participating faculty: "Global economy" under the "Institutional mission" category.

In addition to these ratings of quality, one item in the rarely/almost always format is pertinent: Item 7 asked how often professional development activities are evaluated to make sure the intended results have been attained. Full-time faculty who responded were mostly in the mid range, that is, sometimes this happens (a two, three, or four on the five point scale). Part-time faculty respondents tended to be at the high end, that is, mostly fives (almost always). For both groups, the rate of omitting or responding "Don't Know" was fairly high (seventeen percent for full-time; thirty-three percent for part-time).

What Delivery Methods are Used?

The questionnaire asked faculty to indicate which of twenty-three different methods of delivering professional development activities they had participated in (used). The preponderance of delivery methods used by full-time faculty were "On-campus workshops" (eighty-nine percent), "Group orientation" and "Reading professional literature" (eighty-five percent), and "Local professional organizations" and "Conferences" (eighty-three percent and eighty percent, respectively). A high percentage of part-time faculty also indicated using these methods for participating in professional development. However, the order was slightly different and the rate of use was lower, for example,

eighty percent of the part-time faculty participated in "Group orientation," seventy-eight percent in "On-campus workshops," seventy-five percent in "Local professional organizations," and seventy-two percent in "Reading professional literature." (The basis for some of the differences is clear, i.e., it makes sense that part-time faculty would not participate as frequently in certain activities; however, one would have thought that "Reading professional literature" would have been used by a higher percentage of part time faculty.)

What Incentives are Used?

Respondents were asked to indicate which of sixteen incentives for participation in professional development were offered at their institution. Incentives included tangible incentives such as travel paid, tuition paid, sabbatical, awards/recognition for excellence, consideration for promotion, or salary increase. Also included were intangibles such as annual goal setting and individual commitment/professionalism. Usage levels by full- and part-time faculty differed considerably—full-time were much more likely to use any particular incentive. The rate of use for the most popular incentives was similar across both groups. Specifically, eighty-two percent of full-time faculty said travel funds were provided and seventy-three percent said tuition was paid. The part-time faculty also indicated these two incentives were available, but the percent who said so was much lower: fifty-five percent and fifty-four percent, respectively. At the other end of the continuum, the incentives least often offered to full- and part-time faculty were memberships in professional organizations and consideration for promotion.

The availability of an incentive is not necessarily an indication of its utilization. However, almost all of the incentives were used by over fifty percent of the respondents (both full- and part-time). The exceptions to such high use for full-time faculty were institutional commitment (used by only nine percent), sabbaticals (twenty-three percent), and awards for excellence (forty-one percent). Part-time faculty also availed themselves of the incentives, except for sabbaticals (only fourteen percent used this), awards for excellence (thirty-one percent), and consideration for promotion (forty-two percent).

An important consideration in judging the impact of having incentives available is the extent that they are really influential in encouraging participation in professional development activities. This was asked directly. The differences between full- and part-

time faculty respondents are notable. In general, the full-time faculty felt the incentives that were used often were not overly influential, that is, faculty said they would have participated without such an incentive. The incentive rated most influential by full-time faculty was paid tuition (thirty-four percent of those who used this incentive said it was influential). The next highest rated were paid travel (twenty-eight percent), sabbatical (twenty-eight percent), professionalism (twenty-seven percent), and consideration for promotion (twenty-five percent). It is notable that only twenty percent indicated that "participation required" was influential. Clearly, most full-time faculty who participate in professional development do so for reasons other than the availability of incentives. The incentives may be "frosting on the cake" rather than the major reason for participation.

Part-time faculty differ from full-time faculty in this regard. The types of incentives and the number of faculty who participate is directly influenced by the availability of incentives. Over sixty percent of the part-time faculty said "Consideration for a salary increase" influenced their participation, that is, sixty-three percent of the part-time faculty who used that incentive indicated they may not have participated in professional development if that incentive had not been available. Similarly, consideration for promotion, being paid to participate, and paid tuition were influential for about fifty percent of those who participated in these incentives. Clearly, full-time and part-time faculty react differently to the availability of incentives. Part-time faculty are much more likely to participate in professional development if certain incentives are available. These results are based on a less than desirable response rate, but past experience suggests few substantive changes in percentages will occur. The data provided is all rounded and is expected to be within one or two percentage points of the final figures.

Conclusions and Recommendations

We have reported the findings and analyses of the data from the seven hundred and eight institution surveys and the five hundred and eleven faculty surveys thus far returned. As indicated earlier, we are conducting a follow-up faculty survey to increase the responses from the forty-six colleges. Also, during the spring and summer of 1990 we will be conducting several case studies of selected colleges. We also will be conducting further analyses of the two surveys reported in this presentation.

In summary, we would like to suggest the following recommendations:

(1) Expand emphasis on professional development for part-time faculty.

(2) Align professional development programs.

(3) Increase the use of evaluation of instruction to determine professional development needs.

(4) Expand evaluation of professional development programs.

(5) Increase communication with part-time and full-time faculty regarding professional development programs.

(6) Make professional development programs more systematic, that is, an organized unit in charge; a comprehensive plan; more relevant.

(7) Identify professional development funds for activities other than travel.

(8) Incorporate a wide variety of methods and incentives.

While a quantity of data and results has been provided, we hope the presentation included several ideas or concepts that are of value to you.

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APPENDIX A

PROFESSIONAL DEVELOPMENT PROGRAM

Questionnaire

Postsecondary Occupational-Technical (OT) Faculty

The purpose of this questionnaire is to obtain information about professional development activities for occupational-technical (OT) faculty at your institution. The ultimate goal is to identify exemplary professional development programs.

For the purpose of this instrument, a professional development program is any systematic and intentional effort developed and delivered since Fall 1987, at any level in the institution, that addresses the personal and professional development of full-time and/or part-time OT faculty in areas relating to their general professional responsibilities such as teaching and advising, competency in their teaching discipline, and aspects of institutional development as it relates to planning and support of occupational-technical programs.

The questionnaire has three parts:

Part 1 Frequency or agreement items describing the professional development program for OT faculty in your college.

Part 2 Items relating to
- selected topics of professional development programs,
- methods used to provide programs, and
- incentives offered for participation in programs.

Part 3 Items about whether your institution has exemplary professional development programs and about other exemplary programs you know about.

Do you have any professional development programs in your college that fit the definition above that include OT faculty?

_____ No. Thank you for reading this far. Please go to Part 3 and complete that section only.

_____ Yes. Go on to Part 1.

Part 1 Statements about your Professional Development Program for Occupational-Technical (OT) Faculty.

The following items are on a frequency/incidence scale.

Respond: 1, "Rarely," if the statement is true about five percent or less of the time for OT faculty.
2 if true less than about 25% of the time.
3 if true between about 25 and 50% of the time.
4 if true between about 50 and 75% of the time.
5 if true between about 75 and 95% of the time, and
6, "Almost Always," if true about 95% or more of the time for OT faculty.

Estimation is expected—there is no need to check any records.

Statement	Rarely 1	2	3	4	5	Almost Always 6	NR
1. Full-time OT faculty have a major voice in planning their professional development programs.	___	___	___	___	___	___	___
2. Part-time OT faculty participate in professional development programs.	___	___	___	___	___	___	___
3. Professional development programs are individualized, i.e., designed to meet needs of specific OT faculty.	___	___	___	___	___	___	___
4. The same professional development programs are available to both full-time and part-time OT faculty.	___	___	___	___	___	___	___
5. Evaluation of instruction is used as a means to identify professional development needs.	___	___	___	___	___	___	___
6. Institutional talent is used as a resource in providing professional development programs.	___	___	___	___	___	___	___

Statement		Rarely 1	2	3	4	5	Almost Always 6	NR
7.	Professional development activities are evaluated to make sure the intended results have been attained.	___	___	___	___	___	___	___
8.	Personnel decisions (e.g., salary, promotion, or tenure) are influenced by participation in professional development activities.	___	___	___	___	___	___	___
9.	College administrators plan professional development programs without input from OT faculty.	___	___	___	___	___	___	___
10.	Professional development programs are based on identified needs for OT faculty improvement.	___	___	___	___	___	___	___

The following statements are on an agreement scale. If you think the statement accurately describes professional development in your college, you should agree (response 6); if it is not accurate at all, you should disagree (response 1). Intermediate points represent different levels of intensity of your belief about the accuracy of the statement.

Statement		Disagree 1	2	3	4	5	Agree 6	NR
11.	Professional development for OT faculty at our college is directed mainly toward improving instruction.	___	___	___	___	___	___	___
12.	There is no clear statement of purpose for professional development at our college.	___	___	___	___	___	___	___

Statement		Disagree 1	2	3	4	5	Agree 6	NR
13.	Funding for professional development is an important segment of the college budget.	____	____	____	____	____	____	____
14.	Professional development for OT faculty at this college is comprehensive, i.e., it provides for a broad coverage of topics.	____	____	____	____	____	____	____
15.	Professional development for OT faculty at this college is multi-faceted, i.e., many different delivery methods are used.	____	____	____	____	____	____	____
16.	Professional develment for OT faculty at this college includes all OT departments and programs.	____	____	____	____	____	____	____
17.	We have a detailed/ comprehensive plan for professional development at this college.	____	____	____	____	____	____	____
18.	A good description of our professional development program is unsystematic.	____	____	____	____	____	____	____
19.	A good description of our professional development program for OT faculty is relevant.	____	____	____	____	____	____	____

Statement	Disagree 1	2	3	4	5	Agree 6	NR
20. The professional development program for OT faculty at this college is generally much better, i.e., more comprehensive, more relevant . . . , than programs at other two-year colleges.	____	____	____	____	____	____	____

Circle the best response choice for each item below.

21. Funding for professional development has been

_____ a. stable for the past three years.

_____ b. going down for the past three years.

_____ c. going up for the past three years.

_____ d. no response.

22. Formal funding (budgeted) for professional development for part-time faculty is provided by which of the following means?

_____ a. No formal funding is provided for part-time OT faculty. No professional development is provided for part-time faculty.

_____ b. No formal funding is provided for part-time faculty. They participate in some programs available to both part-time and full-time faculty.

_____ c. Some formal funding for professional development is provided specifically for part-time faculty.

_____ d. No response.

23. Professional development activities for OT faculty

_____ a. parallel professional development activities for other faculty.

_____ b. are less than the professional development activities for other faculty.

_____ c. exceed the professional development activities for other faculty.

_____ d. no response.

24. About how many OT faculty were in your college in Spring 1989?

Range

_____ Full-time faculty

_____ Part-time faculty

Part 2 Content, delivery methods, and incentives for professional development programs.

Check each column that describes any aspect of professional development in your college. If an activity occurs for both full- and part-time faculty, place a check in both columns. If it does not happen at all, check the "no program" column.

A. Topical Content of Professional Development Activities

Topic	Participating OT Faculty Full-Time	Part-Time	No Program
INSTITUTIONAL MISSION			
Mission of college	_____	_____	_____
Community demographics	_____	_____	_____
Student characteristics	_____	_____	_____
Global economy	_____	_____	_____
Other topics	_____	_____	_____
CURRICULUM			
Curriculum development systems, e.g., DACUM	_____	_____	_____
Methods for evaluating curriculum	_____	_____	_____
Role of general education curriculum	_____	_____	_____
Updating curriculum			
Other topics	_____	_____	_____
INSTRUCTION			
Teaching methods	_____	_____	_____
Advising	_____	_____	_____
Special needs students	_____	_____	_____
Using computers in teaching	_____	_____	_____
Evaluating student performance	_____	_____	_____
Other topics	_____	_____	_____

Topic	Participating OT Faculty Full-Time	Part-Time	No Program
DISCIPLINE/TECHNICAL AREA			
Related knowledge updating	_____	_____	_____
Skills updating	_____	_____	_____
Other topics	_____	_____	_____
PERSONAL DEVELOPMENT			
Wellness	_____	_____	_____
Financial planning or management	_____	_____	_____
Interpersonal skills	_____	_____	_____
Retirement planning	_____	_____	_____
Computer literacy	_____	_____	_____
Other topics	_____	_____	_____

B. Method of Delivering Professional Development Activities to OT Faculty

Listed below are a variety of methods of delivering professional development activities. For each delivery used, check whether for full-time or part-time OT faculty (or both). If it is not used, check the not used column.

Delivery Method	Participating OT Faculty Full-Time	Part-Time	Not Used
Group orientation	_____	_____	_____
Individualized orientation	_____	_____	_____
University credit courses	_____	_____	_____
Non-credit courses	_____	_____	_____
National conferences	_____	_____	_____
Local conferences	_____	_____	_____
State conferences	_____	_____	_____
On-campus workshops	_____	_____	_____
Retreats	_____	_____	_____
External consultants	_____	_____	_____
Internships	_____	_____	_____
Faculty exchange w/Business & Industry	_____	_____	_____
Faculty exchange w/colleges	_____	_____	_____
Sabbaticals	_____	_____	_____
Mentoring	_____	_____	_____
Participating in local professional associations	_____	_____	_____

Delivery Method	Participating OT Faculty Full-Time	Part-Time	Not Used
Participating in state/national professional associations			
Consulting			
Reading professional literature			
Publishing			
Doing research			
Serving on special task forces and panels			
Other (please describe briefly)			

Description of other delivery methods (use last page for additional space):

C. Incentives for Participation of OT Faculty in Professional Development

Which of the incentives listed below are offered to your full- or part-time OT faculty for participating in professional development activities? If an incentive is offered for either full- or part-time faculty (or both) check the appropriate columns. If an incentive is not used, check the not used column.

Incentive	Participating OT Faculty Full-Time	Part-Time	Not Used
Tuition paid			
Payment to participate			
Participation required			
Released time			
Consideration for promotion			
Consideration for merit or salary scale increase			
Sabbatical given			
Institution-wide commitment to improvement of instruction			
Travel funds provided			
Memberships in professional associations paid			
Subscriptions to professional journals paid			

Incentive	Participating OT Faculty Full-Time	Part-Time	Not Used
Institution purchases special equipment (e.g, computers, software, laser drills . . .)	_____	_____	_____
Individual professionalism	_____	_____	_____
Annual goals setting	_____	_____	_____
Other incentives (please specify briefly)	_____	_____	_____

Description of other delivery methods (use last page for additional space):

Part 3 Items about exemplary programs at your college and at other colleges.

1. Our college has at least one professional development activity for OT faculty that is unique.

_____ Yes
_____ No
_____ No response

2. Are there elements of your professional development efforts that you believe make them "exemplary?" Should information about your efforts be made available to other colleges seeking to improve their own professional development programs for occupational/technical faculty? If so, please use the space below to describe briefly the program and tell us who to contact so we may learn more about that program.

Description:

Contact Person:
Name:
Phone Number: (___) _____

3. Is there one person in your institution who has primary responsibility for professional development?

_____ Yes
_____ No
_____ No response

Name:
Phone number: (___) _____

4. Do you know of other colleges that have been particularly successful in their OT professional development efforts that we should know about and include in our study? If so, please provide a brief description, the college, and contact person.

Description:

College:
Contact person:

Description:

College:
Contact person:

5. Other comments:

Description of other methods, Part 1B:

Description of other incentives, Part 2C:

Person completing this questionnaire—in case we need to follow up to clarify answers to some questions.

Name: _____

College: _____

Address: _____

_____

_____

Phone: (____) _____

Thank you very much for your help. Please return this in the envelope provided to

Dr. James L. Hoerner
College of Education
Virginia Polytechnic and State University
Blacksburg, VA 24061-0254

APPENDIX B

PROFESSIONAL DEVELOPMENT PROGRAM

Faculty Questionnaire

The purpose of this questionnaire is to obtain faculty perceptions of professional development activities for occupational-technical (OT) faculty. OT faculty are those who are teaching in areas leading to employment in jobs related to specific occupational training, for example, nurses, medical technician, computer technician, secretary, bookkeeper, electronic technician, and welder. The ultimate goal is to describe professional development programs and practices.

For the purpose of this instrument, a professional development program is any systematic effort developed and delivered in the institution since Fall 1987 that addresses the personal and professional development of full-time and/or part-time OT faculty.

All responses will be confidential and no individual answers will be released.

Part I Content, Delivery Methods, and Incentives for Professional Development Programs.

A. Topical content of professional development activities

1. Check each line that describes professional development topics you have participated in since Fall 1987.

2. Rate the quality of the experience using the one to three scale where one reflects low quality and three is high quality.

Topics	Participated in since Fall 1987	Quality Rating Low 1	2	High 3	NR
INSTITUTIONAL MISSION					
Mission of college	____	____	____	____	____
Community demographics	____	____	____	____	____
Student characteristics	____	____	____	____	____
Global economy	____	____	____	____	____
Other topics	____	____	____	____	____
CURRICULUM					
Curriculum development systems	____	____	____	____	____
Methods for evaluating curriculum	____	____	____	____	____
Role of general education curriculum	____	____	____	____	____
Updating curriculum	____	____	____	____	____
Other topics	____	____	____	____	____

Topics	Participated in since Fall 1987	Quality Rating Low 1	2	High 3	NR
INSTRUCTION					
Teaching methods					
Advising					
Special needs students					
Using computers in teaching					
Evaluating student performance					
Other topics					
DISCIPLINE/TECHNICAL AREA					
Related knowledge updating					
Skills updating					
Other topics					
PERSONAL DEVELOPMENT					
Wellness					
Financial planning or management					
Interpersonal skills					
Retirement planning					
Computer literacy					
Other topics					

B. Method of delivering professional development activities to OT faculty.

Listed below are a variety of methods of delivering professional development as defined above. For each delivery method, check whether it is used at your college. If you do not know, check under "Don't Know." Make one check for each delivery method.

Delivery Method	Used	Not Used	Don't Know	NR
Group orientation				
Individualized orientation				
University credit courses				
Non-credit courses				
National conferences				
State conferences				
Local conferences				
On-campus workshops				
Retreats				
External consultants				
Internships				
Faculty exchange w/business & industry				

Delivery Method	Used	Not Used	Don't Know	NR
Faculty exchange w/colleges				
Brown bag lunches				
Sabbaticals				
Mentoring				
Participating in local professional associations				
Consulting				
Reading professional literature				
Publishing				
Doing research				
Serving on special task forces and panels				
Other (please describe briefly below)				

C. Incentives for participation of OT faculty in professional development.

1. Which incentives listed below are offered to OT faculty for participating in professional development activities?

   a. If an incentive is offered, check the "offered" column. If it is not offered, leave the offered column blank. If you don't know whether an incentive is offered, check the "Don't Know" column.

   b. Please check the "used" column for every incentive you have taken advantage of.

   c. If you check the used column for any incentive and if that incentive was influential in you participating in a professional development activity,

      1. Check the one incentive that was most influential (you might not have participated if that incentive had not been available).

      2. Leave the "influence" column blank, if none of the incentives influenced your participation in professional development activities.

Incentive	Offered	Don't Know	Used	Most Influential
Tuition paid				
Payment to participate				
Participation required				
Released time				
Consideration for promotion				
Consideration for merit or salary scale increase				
Sabbatical given				
Awards/Recognition for excellence				
Travel funds provided				

Incentive	Offered	Don't Know	Used	Most Influential
Memberships in professional associations paid	_____	_____	_____	_____
Subscriptions to professional journals are paid	_____	_____	_____	_____
Institution purchases special equipment, for example, computers, software, and laser drills	_____	_____	_____	_____
Individual commitment/ professionalism	_____	_____	_____	_____
Annual goal setting (any level)	_____	_____	_____	_____
Institution-wide commitment to improvement of instruction	_____	_____	_____	_____
Other incentives (please specify briefly below)	_____	_____	_____	_____

2. Indicate up to three of the incentives listed above that might have been influential in convincing you to participate in professional development, had they been available to you.

Incentive	Offered	Don't Know	Used	Most Influential
Tuition paid	_____	_____	_____	_____
Payment to participate	_____	_____	_____	_____
Participation required	_____	_____	_____	_____
Released time	_____	_____	_____	_____
Consideration for promotion	_____	_____	_____	_____
Consideration for merit or salary scale increase	_____	_____	_____	_____
Sabbatical given	_____	_____	_____	_____
Awards/Recognition for excellence	_____	_____	_____	_____
Travel funds provided	_____	_____	_____	_____
Memberships in professional associations paid	_____	_____	_____	_____
Subscriptions to professional journals are paid	_____	_____	_____	_____
Institution purchases special equipment, for example, computers software, laser drills . . .	_____	_____	_____	_____
Individual commitment/professionalism	_____	_____	_____	_____
Annual goal setting (any level)	_____	_____	_____	_____
Institution-wide commitment to improvement of instruction	_____	_____	_____	_____
Other incentives (please specify briefly below)	_____	_____	_____	_____

3. Describe below incentives not listed previously that would have influenced you to participate in professional development activities had the incentive(s) been available:

_____ Responded
_____ NR

4. We are interested in why faculty choose not to participate in some professional development activities. Please indicate below the principal reason(s). Check all the reasons that apply.

_____ a. No professional development activities have been offered since Fall 1987.

_____ b. The professional development activities offered have not been interesting to me.

_____ c. The professional development activities offered have not been applicable to my needs.

_____ d. There is no benefit or gain from attending.

_____ e. They are not offered at times when I can participate.

_____ f. No recognition is given toward promotion for participation.

_____ g. No recognition is given toward salary increases for participation.

_____ h. Other reasons. Describe briefly below other reasons for not participating in professional development since Fall 1987.

Part II Statements about Professional Development Programs

A. Rate your level of agreement about your institution's professional development program by circling the appropriate number. Items should be rated using a six point sliding scale of disagree/agree. If you don't know, circle response 7.

Statement	Disagree 1	2	3	4	5	Agree 6	Don't Know 7	NR
1. Professional development for OT faculty at our college is directed mainly toward improving instruction.	____	____	____	____	____	____	____	____
2. Professional development for OT faculty at this college includes all OT departments and programs.	____	____	____	____	____	____	____	____

Statement	Disagree 1	2	3	4	5	Agree 6	Don't Know 7	NR
3. Professional development for OT faculty at this college is not comprehensive, i.e., it does not provide for a broad coverage of topics.	___	___	___	___	___	___	___	___
4. Professional development for OT faculty at this college is multi-faceted, i.e., many different delivery methods are used.	___	___	___	___	___	___	___	___
5. A good description of our professional development program is systematic.	___	___	___	___	___	___	___	___
6. A good description of our professional development program for OT faculty is irrelevant.	___	___	___	___	___	___	___	___

B. The following items are to be rated using a five point sliding scale of frequency ranging from rarely to almost always. If you do not know about any item, mark "6" for "Don't Know."

Statement	Rarely 1	2	3	4	Almost Always 5	Don't Know 6	NR
1. Full-time OT faculty have a major voice in planning their professional development programs.	___	___	___	___	___	___	___
2. Part-time OT faculty participate in professional development programs.	___	___	___	___	___	___	___
3. Professional development programs are individualized, i.e., designed to meet needs of specific OT faculty.	___	___	___	___	___	___	___

Statement		Rarely 1	2	3	4	Almost Always 5	Don't Know 6	NR
4.	The same professional development programs are available to both full-time and part-time OT faculty.	____	____	____	____	____	____	____
5.	Evaluation of instruction is used as a means to identify professional development needs.	____	____	____	____	____	____	____
6.	Institutional talent is used as a resource in providing professional development programs.	____	____	____	____	____	____	____
7.	Professional development activities are evaluated to make sure the intended results have been attained.	____	____	____	____	____	____	____
8.	Personnel decisions (e.g., salary, promotion, or tenure) are influenced by participation in professional development activities.	____	____	____	____	____	____	____
9.	College administrators plan professional development programs without input from OT faculty.	____	____	____	____	____	____	____
10.	Professional development programs are based on needs identified for OT faculty improvement	____	____	____	____	____	____	____

C. If there is one Professional Development effort at your institution that you believe is "outstanding," please use the space below to describe briefly the program and tell us who to contact so we may learn more about it.

Description:

_____ Responded

Contact Person:
Name:
Phone Number: (_____) _____

Part III Background Information

1. Your gender

_____ Female
_____ Male
_____ NR

2. Your assignment

a. Teaching

_____ part-time
_____ full-time
_____ NR

b. Administration

_____ part-time
_____ full-time
_____ NR

3. Your teaching area or discipline (write in).
_____ Responded

4. Number of years of experience teaching in the area you specified in #3 above.

Range: _____ years

5. Number of years of total teaching experience.

Range: _____ years

6. Number of years experience in the workforce, other than teaching, in the area you specified in #3 above.

Range: _____ years

7. In what year did you most recently work in business, industry, or government in the area you specified in #3 above? (If you are teaching part-time and working in your field, enter 1989).

Range : _____

8. Educational/training history—circle the highest level of eduction/training you have received.

Grade			High School Diploma		Associate's Degree		Union Journeyman Bachelor's Degree		Master's Degree		Doctorate/ Professional	
8	9	10	11	12	13	14	15	16	17	18	19	20

9. In case follow-up or clarification of answers to some items is needed, we would appreciate knowing the name and telephone number of the person completing this questionnaire. (Optional)

Name: _____

Phone: (_____) _____

Thank you very much for your help. Please return this in the envelope provided to

Virginia Polytechnic and State University
Vocational Technical Education
P. O. Box 850
Blacksburg, VA 24063-9985

ATTN: James L. Hoerner

PART-TIME FACULTY, FULL-TIME EXCELLENCE
THE FACULTY DEVELOPMENT PROGRAM
COMMUNITY COLLEGE OF AURORA, COLORADO

Cynthia A. Barnes
Community College of Aurora

Introduction

The Faculty Development Program at the Community College of Aurora (CCA), a comprehensive, non-traditional training model, supports instructional excellence for all faculty in all disciplines; encourages faculty to use experiential, student-centered learning approaches; and helps instructors equip students with the thinking skills required for effective lifelong learning.

What is a community college if not a community of learners? Faculty, as well as students, must value learning, strive to enhance their skills, and weave together a common design of excellence in teaching and learning. The CCA Faculty Development Program has sought to do just that. As a result, the program was recently honored as a Program of Excellence by the Colorado Commission on Higher Education. The only community college in the state to receive this prestigious award (programs at only four other institutions statewide were selected), CCA could receive $1 million over the next five years to enhance its faculty development efforts.

Since its inception in 1983, the CCA has provided quality instruction for a diverse student population at locations throughout its service area. Enrollment for Spring 1990 should approach four thousand students. Most of the CCA's faculty members—twelve full-time and more than two hundred part-time—are employed full-time in education, business, and the arts. These instructors have used their "real-world" expertise to develop courses ranging from Applied Anthropology to Victim Assistance.

Knowing something and teaching something, however, represent two different sets of skills. Thus, the CCA, in its efforts to facilitate student learning, has given significant attention to the cultivation of teaching excellence. The CCA has sought to augment the content-specific expertise of its faculty with a variety of faculty development activities aimed at fostering like expertise in instructional design and methodology.

The CCA Faculty Development Program includes several components: (1) a Faculty Mentor Program, (2) new-faculty orientation, (3) faculty development workshops and seminars, (4) the Integrated Thinking Skills Project, (5) a peer observation process, and (6) professional development assignments. In addition, an interdisciplinary Ethics Project has just gotten underway, and a Master Teacher Project—to recognize excellence in teaching—is in the developmental stages. Adjunct faculty are paid a stipend for their participation in these faculty development activities.

CCA students and graduates give high marks to the institution's quality of instruction. This praise, as well as a 138% enrollment gain over the past five years, stems, in part, from the CCA's systematic approach to the development of *all* its faculty members: both full-time and part-time.

Faculty Mentor Program

One of the most effective "developers" of faculty has proven to be the CCA Faculty Mentor Program. This program helps instructors new to teaching, new to teaching adult learners, or new to community college environments develop or improve their teaching skills. This program pairs new instructors with seasoned classroom veterans. The two instructors work together for a minimum of ten weeks. During this time, the mentor observes the new instructor's class at least twice, identifies specific strengths and weaknesses in the apprentice's instructional approach, sets performance goals, and monitors the new instructor's progress. The mentor suggests effective teaching strategies or makes referrals for additional faculty development training. The new instructor also observes the mentor's class in order to see the mentor "model the model" of effective teaching.

At the end of the collaboration, the mentor prepares a summary that describes how well the apprentice achieved the mutually-agreed-upon performance goals. Additionally, the new instructor evaluates the effectiveness of the mentor relationship and process.

New-Faculty Orientation

To further assist new instructors, all new faculty members are required to attend new-faculty orientation—two, half-day workshops designed to acquaint new instructors with the unique needs of community college students; effective strategies for working with adult learners; and policies and procedures of the college. At these hands-on training sessions, new faculty are guided through the preparation of a course syllabus and the planning of the semester's first class session and other course activities. New-faculty orientation also provides faculty with an opportunity to meet their colleagues, find out about instructional support services, and become familiar with college organization and operations.

Workshops and Seminars

In addition to new-faculty orientation, CCA offers a variety of faculty development seminars and workshops throughout the semester. The seminars, which are facilitated by the Director of Faculty Development, veteran faculty/staff members with expertise in a given area, and/or external consultants, provide personal and professional growth opportunities for both veteran instructors and staff members. The workshops will eventually form the basis for an "Effective Community College Teaching" course. Ultimately, this course may be offered for graduate credit, in conjunction with one of the four-year schools in the area, and successful completion of the course will also constitute one of the requirements for Master Teacher candidacy at the college. Once developed, this course will include five components: core or required workshops, methods seminars, classroom activities and classroom management workshops, as well as personal development components.

Thus far, faculty development workshops have included a variety of topics, including the following:

- Teaching Effectiveness
- Testing and Grading
- Teaching for Thinking
- Handling Difficult Classroom Situations

- Professional Public Speaking
- Cooperative Learning
- Problem-Solving Instructional Issues
- Micro-Teaching Seminar
- Writing Across the Curriculum
- Teaching Adult Learners
- Development of the Instructional Plan

CCA seminars and workshops empower faculty to tailor course content to the needs and abilities of students, rather than having instructors "force-fit" students to course content.

Integrated Thinking Skills Project

While mentoring, orientation, and workshops focus on the process of effective teaching, one of the institution's most successful collaborative activities has been a project aimed at analyzing both the content and process of effective teaching: the Integrated Thinking Skills Project.

Participants in the thinking skills project, interdisciplinary teams of instructors, (1) receive teaching for thinking training, (2) collaborate on content/thinking skills objectives for their courses, (3) plan activities to help students learn both requisite thinking skills and course content, and (4) design evaluative strategies to measure student performance. Through these activities—most of them modeled on collaborative learning techniques—faculty carefully analyze and evaluate whether they are simply requiring students to memorize isolated facts forgotten soon after the examination is over, or whether faculty are empowering students by teaching them thinking skills that will last a lifetime.

Faculty are then encouraged to try student-centered instructional techniques that help students become more active learners. As they implement this "how" of teaching for thinking, instructors are coached through the process of implementing these interactive teaching/learning techniques in their classrooms.

The Integrated Thinking Skills Project, established with an $81,000 Quality Incentive Grant from the Colorado Commission on Higher Education, is now an ongoing part of the CCA's Faculty Development Program. More than one hundred and thirty faculty and staff have participated in some aspect of thinking skills training, and thirty-five courses have been revamped to include teaching for thinking instruction.

In addition to training for CCA faculty, community business and industry have sought thinking skills and interactive, experiential training for their employees. Such instruction has been developed and conducted for City of Aurora professional, technical, and managerial personnel; Lowry Air Force Base (Reserve Personnel Center) first-line supervisors; and Insurance Industries trainers. These customized training opportunities have provided additional revenue for the CCA.

Ethics Project

The thinking skills project has been so successful that the Fund for the Improvement of Postsecondary Education (FIPSE) awarded CCA a $225,000, three-year grant to teach ethics across the curriculum. This project will add yet another dimension to the Faculty Development Program by encouraging faculty to weave ethical concerns and considerations into the courses they teach. Ethics training for an interdisciplinary group of eighteen instructors has just gotten underway.

Peer Observation

In addition to mentoring, workshops, and interdisciplinary programs, ongoing quality control is, in part, maintained by CCA's peer observation process. Each semester, Division Chairs assign experienced faculty members to observe continuing adjunct faculty. Observers are trained to describe accurately their peers' presentation and delivery of course material. During the classroom visit, the observer notes such things as development of learning objectives, classroom climate, variety of instructional activities, opportunities for student participation, and other components of effective teaching.

Classroom observers give their peers immediate feedback. Division Chairs then complete observation forms and forward them with additional comments and suggestions to the instructor who has been observed. Problem areas are discussed and recommendations for improvement are made.

Professional Development Assignments

The Faculty Development Program has been designed to provide services that match the developmental needs of its faculty. New faculty need certain services, continuing faculty need others, and classroom veterans need still other opportunities for personal and professional growth.

Various professional development assignments help this veteran cadre of faculty enhance their professional skills, serve students in more effective ways, and become more familiar with the content of effective teaching. These professional development assignments include curriculum development projects; mentor experiences; classroom observation duties; conference presentations; research, development, and coordination of new courses and programs; and faculty development workshop design and facilitation.

Master Teacher Project

All faculty development activities are designed to produce quality instructors and instruction, so a committee is currently developing a Master Teacher Project aimed at identifying and rewarding teaching excellence. This project is slated for implementation Fall Semester 1990. Currently in the formative stages, the Master Teacher process will probably have instructors apply for Master Teacher status and undergo a rigorous "audit" process of both classroom performance and teaching artifacts (e.g., syllabi, tests, and handouts). Once selected, Master Teachers will probably receive a monetary award, and will also be asked to have their classrooms used as learning "laboratories" for less-experienced faculty.

In addition, Master Teachers will also provide a variety of mentoring services: conducting training, serving as instructional troubleshooters, and performing classroom observations.

Conclusion

The Faculty Development Program at the Community College of Aurora has a number of components aimed at enhancing instructional quality: its mentor program, peer observation process, faculty development workshops and seminars, new-faculty orientation, and various professional development assignments, as well as its interdisciplinary thinking skills and ethics projects. These institutional support services have contributed to consistent enrollment growth, high instructional ratings by students and graduates, support from the business community, and recognition as a Program of Excellence.

Through its Faculty Development Program, the CCA has successfully developed a community of learners: faculty and students learning to learn; faculty and students reaching for change. Serving as the catalyst for such positive change, the Faculty Development Program will help the CCA enrich the world of tomorrow by developing a cadre of faculty committed to lifelong learning today.

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PART-TIME FACULTY: AN UNTAPPED RESOURCE

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Without question, the role and utilization of part-time faculty in the community college is an issue that has grown in importance and will be with us over the next decade. Is the use of part-time faculty responsible for high attrition rates and academic mediocrity at the community college? Or is the use of part-time faculty the basis of cost-effective, flexible operations that make us the envy of other segments of higher education? One's attitude toward these issues is much like how one views the proverbial half-full glass. Are we viewing a major shortcoming of the community college or are we, in fact, viewing a major opportunity for future success? At Prince George's Community College (PGCC), we have tried to take an unflinching look at ourselves in terms of our use of part-time faculty. We believe that the effective use of part-time faculty represents an opportunity rather than a threat. Indeed, our recently completed ten-year master plan contains an explicit strategy for the gradual reduction of full-time faculty instructional coverage from the current sixty-five percent level to the fifty to sixty percent range by the Year 2000. The reason is not to achieve cost savings. In fact, savings from full-time salary lines will be used to fund a comprehensive program of full- and part-time faculty professional development, which we believe will enable us to run the institution more efficiently, and with greater flexibility, on a somewhat leaner full-time/part-time faculty mix.

How institutions choose to respond to the issues of part-time faculty utilization will probably reflect local issues and attitudes toward faculty, but face these issues we will. In this paper, I will describe the forces and circumstances which led to our concern about learning more about our part-time faculty and their needs, as well as our conclusions about what we should do.

The PGCC is a large, comprehensive, and ethnically diverse institution located just outside Washington, DC, in suburban Largo, Maryland. Each semester, the college enrolls between thirteen and fourteen thousand credit students, and a like number in its non-credit offerings. Our full-time instructional faculty numbers approximately two hundred and twenty, supplemented by a part-time adjunct staff numbering in excess of four hundred and fifty. Approximately one-half of the credit students are enrolled in occupational or technical

associate degree and certificate programs. In these programs, the mix of full-time and part-time faculty is such that about half of the sections are covered by part-time instructors.

Despite our relatively high level of part-time faculty participation, particularly in the college's occupational and technical program offerings, we found that we knew very little about these faculty as a group. Despite vague resolutions to get on top of this situation, we did little until recently to acquaint ourselves with this major component of our workforce. However, several factors combined to focus our attention on the need to examine our part-time instructional workforce and its needs.

During the Fall of 1987, in connection with a major long-range planning effort involving all segments of the college community, several concerns relating to faculty issues were explored. First, with average full-time faculty longevity at the college exceeding fifteen years, we were concerned about the issues of "burnout," subject area currency, and a growing perception that faculty scholarship was being discounted. Second, low faculty turnover, coupled with a dramatic increase in the county's minority population, resulted in a situation in which concerns were being raised that the college was insensitive to minority staff representation. Specifically, during academic year 1987-88, a student population which was nearly fifty percent minority was being guided by a faculty which had relatively little (seven percent) minority representation.

The result of this self-examination was a multifaceted plan to assess faculty professional development needs overall and develop specific strategies for achieving greater minority faculty representation. One promising strategy was to make strong efforts to recruit minority part-time faculty, since historically there has been significant turnover there, and to target promising minority part-timers for potential full-time faculty positions. Early in 1988, the college developed an ultimately successful comprehensive Title III grant proposal, a key component of which was a "faculty development" program embodying several distinct strategies. The recognition that the college's part-time faculty played a crucial role in establishing, for better or worse, the college's reputation, coupled with the recognition that the part-time faculty could provide an attractive pool for the recruitment of full-time faculty, provided the impetus to begin the process of analyzing the part-time faculty and assessing its capabilities, perceptions, and needs.

Our goal was to determine and assess the professional development needs of this important group of faculty members. By discovering and meeting the basic professional development needs of the part-time faculty, everyone wins: the faculty who teach more effectively, their students, and the college itself, if and when the part-timer joins the ranks of the full-time faculty. As a first step, a detailed questionnaire was sent to three hundred and seventeen part-time faculty members who taught credit courses during the Spring 1989 semester. The survey instrument was prepared by the college's Office of Institutional Research and Analysis (OIRA), in collaboration with a faculty member who had been designated as Coordinator of Part-Time Faculty Professional Development and given release time. With one hundred and ninety-two completed surveys returned, the response rate was slightly above sixty percent. Analysis was conducted by the OIRA staff using the SAS (Statistical Analysis System) package. The survey results were supplemented with four focus group sessions, conducted by trained focus group moderators. The focus groups were designed to elicit more general and comprehensive commentary from selected survey respondents and to obtain recommendations for future steps.

The part-time faculty profile obtained from the survey is shown in Table 1. Data reported by the survey respondents closely resembled employment data collected by the college, suggesting that the respondents were reasonably representative of the part-time faculty as a whole, at least in terms of age, gender, degrees, and experience. Fifty-nine percent of the respondents were male, and over two-thirds were between the ages of thirty and forty-nine. Eight percent, however, were over sixty years of age. Over one-third of the respondents had taught at the college for only one or two semesters. But almost another third had taught with us for over ten semesters. Overall, sixty-two percent indicated that they had taught part-time at one or more colleges for ten semesters or more. Almost ninety percent of the respondents listed a master's or doctorate as their highest earned degree. Among technical and occupational faculty, the mix was twelve percent doctorates, seventy percent masters, and eighteen percent bachelor's degrees or less. Eighteen percent were continuing their education during the semester they were surveyed. Surprisingly, only forty-two percent indicated that they were employed full-time in business or a profession. Including those employed full-time in education (including secondary schools and other colleges) raises the proportion employed full-time to sixty-two percent. More than one-third of our part-timers are employed part-time or not employed outside the college. This data is at odds with the common perception of the part-time instructor as a business person teaching after hours.

When asked about the factors which contributed to their decision to teach at PGCC, "personal satisfaction" ranked highest, followed by "acquiring teaching experience for career purposes," which was ranked as important by one-third of the respondents. Only fifteen percent ranked "as a major source of income" among the top three factors. This finding suggests that a significant portion of the part-time faculty pool, perhaps as much as one-third, consisted of individuals aspiring to full-time faculty positions.

The respondents were asked what institutional services they feel are important to part-time faculty and how effective our institution was at providing them. The services listed in Table 2 are those considered important by at least thirty percent of the respondents. Those services considered least important include "notification of faculty meetings" and "information on college policies and procedures." Some other services were seen to be significant because a strong minority felt the services were important, but were ineffectively handled by the college. These are shown in Table 3. Of the items listed which might improve teaching at the college, almost half the respondents ranked "more effective orientation program for new teachers" highest, followed by "teaching workshops." The least highly ranked was "increased monitoring and evaluation."

The respondents were also asked to choose the kinds of information that they felt would be the most useful to a new part-time instructor. The highest ranked information dealt with grading policies and standards, institutional policies and procedures, and support services for students, while the least important seemed to deal with organizational matters. This question was also analyzed in terms of longevity at the college. Three of the items were chosen at a substantially higher rate by those who had taught at the college for ten or more semesters than by those who were new to the institution. These differences seemed to indicate that with additional experience faculty develop more awareness of student basic skills deficiencies and consider the student advisement role increasingly important.

A final set of questions probed ways and means of improving the contributions of the part-time faculty. The first of these asked in what ways, other than salary increases, might the college encourage part-time teaching excellence. The steps most frequently mentioned were recognition through awards for outstanding teaching; more involvement with full-time faculty; and more support for professional development. When asked for specific steps to improve part-time faculty teaching, the overwhelming responses focused on more involvement with full-time faculty (eighty-eight percent) and more involvement in

departmental matters (sixty-eight percent). Over forty percent of the respondents commented on their feeling of isolation and the need for some kind of stronger connection with the organization. Finally, the respondents were asked what could be done to make their teaching experience at the college more rewarding and enjoyable. One-fourth of the comments once again pertained to more involvement with full-time faculty and the department. An additional one-fifth commented that part-time teaching at the college was already rewarding and enjoyable. Fifteen percent mentioned salary as an important factor.

Overall, the survey indicated that the most important service needed by the part-time faculty was guidance from the department chairperson. Eighty-nine percent of those who felt that services were important, thought that the college was reasonably effective in providing the services. Seventy-three percent of the respondents said that they would probably or definitely attend workshops on teaching/learning issues. Table 4 indicates that topics of particular interest included student needs and learning styles, dealing with student diversity, and research developments in their academic discipline. The part-time faculty repeatedly expressed a need for more involvement with full-time faculty and the department as a whole. The most frequent comments concerned a sense of isolation from the campus and lack of recognition and professional support.

The survey analysis was followed up by a series of four focus groups, totalling thirty-seven participants, to which randomly selected part-time faculty survey respondents were invited. Two of these focus groups were made up of relative newcomers (those having taught less than six semesters), and two of more experienced (veteran) part-timers, whose PGCC service averaged 12.4 semesters. The groups were structured in this manner to determine whether, as the survey results appeared to indicate, the perceptions and needs of part-timers varied with longevity at the institution. For the most part, this turned out to be the case. In general, the needs of the veteran part-timers were more similar to needs commonly articulated by full-time faculty: a concern for keeping up-to-date in their field, for sharing information and ideas with their colleagues, and acknowledgement for their contributions. The newer part-timers expressed a greater need for general information about the college—especially for remedial and developmental programs (Table 5). Both groups reacted similarly, however, when it came to gaining access to the information that they need—they wanted more contact with full-time faculty.

The two focus groups for each of the two part-time faculty groups (veterans and newcomers) were further subdivided into one for day part-time faculty and one for evening part-timers. In general, the day part-timers appeared to feel more positive about their work and the college as a whole. Evening and extension center part-timers seemed to feel more isolated and less connected to the institution. Most newcomers expressed the need for an effective part-time faculty orientation program with substantive content and departmental involvement. The veterans focused on four major themes: their enthusiasm and love of teaching; their need for more information; their wish to be included to a greater extent in departmental affairs; and their need for continued professional development. One of the focus group participants perhaps best summed up the contribution of the part-time faculty by quoting one of his students, who said, "I like having you because you talk about what you did this morning." Another participant described the part-timers' role as taking the theory out of teaching and bringing in reality.

Clearly, most students benefit from a blend of both theoretical and pragmatic approaches to teaching. Our challenge is to give the part-time faculty access not only to the teaching resources that we give to the full-time faculty, but to the full-time faculty themselves. The part-time faculty at PGCC is receiving much more attention now than in the past. For one thing, the recruitment of minority part-time faculty is an effective pathway to building a more representative full-time faculty. The Title III project includes a component entitled "Future Faculty" program. Currently, the college's part-time faculty is about twenty-five percent minority, compared to ten percent minority representation on the full-time faculty. The key to building a total faculty, full-time and part-time, that better reflects the ethnic composition of its student body lies in identifying and nurturing well-qualified minority part-time faculty, enabling them to grow professionally and compete successfully for full-time positions as they become vacant. Obviously, other area institutions, especially those able to pay attractive salaries, may also be beneficiaries of this plan. Nevertheless, we believe that a program like this is required to break the cycle of circulating a small number of highly qualified minority faculty among competing institutions while ignoring the problem of expanding the minority faculty pool.

The implementation of this program has started with the establishment of a Faculty Mentor Team, made up of four of our most experienced and respected full-time faculty. The academic divisions identified a pool of eight interested part-time faculty participants for the "Future Faculty" program. Although participation was not restricted to minorities, the

composition of the pool was structured to respond to our future hiring goals (the pool consists of five Black, one Hispanic, and three White participants, five of whom are female). Each participant has been assigned to a faculty mentor whose regular assignment is in an unrelated department. The department chair and faculty mentor have considerable latitude in strengthening each participant's academic background, teaching experience, and professional development. The first comprehensive evaluation of this program will take place later this spring.

Other, more general, steps that have been or will be taken to address the professional development needs of our part-time faculty include the following:

(1) A revised, more comprehensive, orientation program for newer part-time faculty has been put in place. The initial meeting of a three-meeting program was held in early February.

(2) The Faculty Mentoring Program is being expanded by the addition of four additional mentors for 1990-91, permitting the identification of additional part-time faculty who might benefit from individualized mentoring.

(3) Part-time faculty are now routinely invited to all departmental, divisional, and campus-wide workshops, events, and functions. In addition, part-time faculty are now permitted to earn longevity credit for salary step increases through professional development participation in lieu of teaching experience (up to the equivalent of three credit hours per academic year).

(4) Part-time faculty will be eligible for inclusion in the college's new Master Teacher Workshop program and at least twenty-five percent of the participant slots for this three-day off-campus retreat will be reserved for part-timers.

In the years ahead, we intend to take the necessary actions to strengthen the capabilities of our part-time faculty and thereby gain the benefits of this largely untapped resource.

Table 1
Profile of Part-Time Faculty

	Respondents	
	Number	*Percent*
Gender		
Male	112	59%
Female	80	41%
Age		
20-29	10	5%
30-39	58	30%
40-49	77	40%
50-59	33	17%
60-	14	8%
Semesters at PGCC		
0 - 2	67	35%
3 - 6	42	22%
7 -10	27	14%
10 or more	56	30%
Total semesters experience		
0 - 2	16	8%
3 - 6	25	13%
7 -10	33	17%
10 or more	118	62%
Highest degree		
BA/BS or less	21	11%
MA/MS	128	67%
Ph.D./Ed.D.	43	22%
Currently enrolled in Graduate/Professional study		
Yes	34	18%
No	156	82%
Other employment		
FT in Education	38	20%
FT in Business/Professional	81	42%
PT in Education	36	19%
PT in Business/Professional	33	17%
Not employed elsewhere	21	11%

Table 2
Importance and Effectiveness of Services

Service	*No. Rating As Important*	*Percent Rating PGCC As Effective*
Guidance from department chair	123	89%
Printing and duplicating	114	74%
Support of faculty and staff	113	62%
Availability of student support services	107	54%
Acceptance by colleagues and other college staff	107	65%
Parking availability	105	72%
Clerical support	103	83%

Table 3
Importance and Ineffectiveness of Services

Service	*No. Rating As Important*	*Percent Rating PGCC As Ineffective*
Assistance with improving teaching	95	30%
Acknowledgement and recognition	98	30%
Office space	82	25%
Availability of resources for student help	107	21%

Table 4
Workshop Topics of Highest Interest

Topic	*High Interest Percent*
Determining student needs and learning styles	62%
Dealing with student diversity	60%
Research developments in own discipline	60%
Effective lecturing and discussion techniques	52%

Table 5
Information Deemed Helpful By Part-Time Faculty

Information	*Percent Selecting Item*
Grading policies and standards	87%
Policies and procedures	68%
Student support services	65%
General education requirements	56%
Community college philosophy and role in higher education	56%
Teaching tips	54%
Factual characteristics of college	46%
Remedial and developmental programs	45%
Overview of college employment picture	38%
Transfer of programs/courses	37%
Institutional plans and priorities	36%
Open door admissions policy	27%
Transfer vs. technical/career programs	24%
College organization	24%

PART-TIME FACULTY IN TECHNOLOGY: SPECIAL NEEDS, SPECIAL RESPONSES

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Background

If our country were ever at risk of losing its world leadership position, declines in technological and attendant economic preeminence would be major factors in this loss. Technology-driven accomplishments have been the source of our unique global position.

It is therefore appropriate that another uniquely American entity be particularly oriented towards the technologies. The community college movement has, since inception, provided people with "technology smarts." A principal consultant to the Commonwealth of Virginia pointed out nearly forty years ago that "For every engineer, industry needs several technicians. . . . In almost every professional pursuit there is need for persons with less than full professional training" (Kelly, 1951). The technical component of the comprehensive community college in Virginia, that is, courses in occupational and technical fields, was the first area mentioned (non-alphabetically) in its landmark organizational *raison d'etre*.

The task has not been easy, especially from a staffing standpoint. Community colleges have secured full-time, technically based faculty to form the driving force behind the new educational engine. But, with a knowledge half-life of three years, these individuals must keep up with new and burgeoning advances in their field. The situation has been particularly acute in community colleges in rural areas, who, unlike their urban counterparts, could not avail themselves of local consultative services and access to the developing knowledge found in the industrial/technological metropolis. Faced with such problems, a number of programs slid into technological obsolescence. A two-tiered society of technical faculty evolved. The first tier included those faculty members from urban colleges with ready access to professional development and/or colleges with proactive leaders who encouraged and enabled their faculty to learn about the new technologies. The second tier comprised colleges whose faculty and/or leadership considered technical

programs to be a disposable liability. It was less trouble to equip and staff a typing lab than a machine shop. Barring local interventions, these colleges slid into technological mediocrity and eventually extinction in their technical offerings. The comments to be made in this paper refer principally to the first tier of colleges.

Enter the part-time faculty members. Given a technical program with adequate enrollment of conventional, full-time students and full-time faculty with full teaching loads, recruitment and use of part-time faculty members to teach evening, weekend, and off-campus offerings became attractive. Such individuals offered the advantages of lower "cost per credit," a linkage to a particular industry, and a presupposed superiority in expertise. But, as time and experience were to show, these individuals, while solving a special problem, have very special needs that merit very special responses.

Who Are These People?

Descriptions of the part-time faculty member abound in profusion and diversity. Vaughan (1986) distinguished between independent part-time faculty and dependent part-time faculty. The former group teaches for personal (not necessarily monetary) reasons such as ego-satisfaction, the desire to function as a good citizen, or simply out of a desire to keep up with the state of the art through this meritorious activity. The latter group is dependent upon part-time teaching for monetary reasons and/or because such teaching may eventually lead to full-time employment within that, or other, institutions. Tuckman and Tuckman (1981) propose a seven-category classification that describes part-time faculty according to employment status:

(1) The Semi-Retired (generally from the teaching/professional ranks)

(2) The Learners (seeking a full-time degree)

(3) The Hopeful Full-Timers (who aspire to a full-time teaching position)

(4) The Full-Mooners (holding a primary job of more than thirty-five hours weekly)

(5) The Part-Mooners (holding two or more part-time jobs of less than thirty-five hours weekly)

(6) The Homeworkers (taking care of a relative or friend)

(7) The Unclassifiable

The comments outlined here are geared to the "typical" part-time faculty member teaching a technical discipline and employed in industry. This type of individual presents a difficult, but unavoidable, challenge to the present and future generation of community college pathfinders.

Special Needs—Special Responses

The needs of these individuals can be classified as recognized and unrecognized. Recognized needs are those needs perceived by part-time faculty as vital to successful functioning in the classroom. Unrecognized needs lead to an enhancement of the faculty member's effectiveness, as well as that of the institution, without a direct awareness of such enhancement on the part of the faculty member. Both needs are vital and have been characterized by Hoerner (1987) as leading to Bottom-Up and Top-Down staff development responses, respectively. Recognized needs that may lead to Bottom-Up staff development responses include the following:

- *Convenient scheduling*

  A teaching schedule must fit their particular circumstance. It is not uncommon for part-time technical faculty members to be key (or rising) technical staff members at local industries. Therefore, their availability is limited to strict time windows, and they are unable to participate actively in collegiate type governance.

  A suitable and often used response is to establish a yearly schedule in conjunction with the potential instructor, planning for absence contingencies in a manner that is fair to the learners and viable to the instructor. At the same time, contingency planning should include the "worst case scenarios" such as those where the faculty member is not able to complete the academic year or term. Such arrangements, when conducted "up front," provide reassurance to faculty members that their presence is appreciated and necessary. Lack of such planning measures may inadvertently convey the message that crisis management is the "operating rule" at the institution. Classroom management may eventually follow a similarly unplanned path.

- *Continuity*

  A commitment assures faculty continuity with the latitude for them to discontinue their commitment if they desire. Concomitant with the need to not disrupt their primary job is a need to continue "perfecting their delivery" at their secondary [teaching] job. A healthy ego seems to be ingrained in most would-be teachers. They appear to be *de facto* "performers" in the classroom, projecting charisma, credibility, and motivation. They continuously strive to "improve their act" with each term, and they need continuity to do that. Nonetheless, assignments thrust upon them by the primary job require latitude on the part of the community college. At the same time, the adage "When you're through learning, you're through" is a valid cautionary comment that is familiar to any technical professional. And since community colleges are subject to supply/demand laws and since technical part-time faculty members usually want to teach only what they "do at work," these faculty members may literally "saturate the market" in their operational district with static, unchanging course offerings. A degeneration of class size and program (and even college) reputation is the inevitable end result. Continuity cannot be assured under these conditions.

  Steer away from saturation; plan for a progression of offerings built around basic courses. Offer courses based upon "market needs," rather than upon faculty desires. At the same time, plan for worst case scenarios involving involuntary, premature departure of the part-time faculty member.

- *Recognition of contributions*

  The need to feel that he or she is making a contribution to the learners and to the college's well being is inexorably linked to a faculty member's self-perception. To employees in industry, the academic world appears as a calm, restful (yet dynamic) place, inhabited by individuals who seek and convey knowledge, future greatness, or both. Statements such as "I teach mechanical design at the community college" are most often prideful ones, meant to convey good citizenship, respect, and professional and community standing.

  This issue is especially important, since it applies to those valuable individuals referred to by Vaughan (1986) as "independent." The presence of a part-time technical faculty member at the graduation of the learner(s) that he or she has taught

is both seemly and excellent for morale. Furthermore, integrating the part-time faculty into the mainstream of college appreciation is not impossible. Tastefully designed award jewelry bearing the college logo can be presented to part-time faculty for every five years of consecutive instruction. Such items, when worn, are not only a source of pride to the wearer, but a free advertisement for the college.

- *Adequate equipment*

The need for equipment and laboratories at an appropriate level of technology is an important issue. While it is generally perceived that industry leads academe in the application of technology, it is not generally true. Part-time faculty in technical areas, especially those with a "bird's eye view" of the industrial setting, are more likely to be "old-timers" with considerable experience. The opportunity to teach a new technical subject, coupled with the knowledge to provide motivational examples of the subject's applications, is most attractive to employees in industry who wish to learn a technology by teaching it. They also maintain proficiency and technological currency.

Strong industrial partnerships are essential if a college is to maximize its technological reach. Typically, industries represent the most powerful buyer group that equipment manufacturers hope to reach. Technical employees in area industries, therefore, command considerable respect from manufacturers. This is what also makes the part-time faculty member an influential and important person on the college instructional team, since these individuals can (and frequently do) arrange for loan of modern equipment from the manufacturers to the college. It should be noted that manufacturers have yet to fully utilize the expertise of community college full- and part-time faculty to develop and test innovations in equipment and systems. When they do, community college faculty (full-time and part-time) will be at the vanguard of technology.

As for laboratories, it has not been uncommon for industries to provide funding and space for such facilities. More U.S. industries are adopting JIT (Just In Time) delivery systems, which frees warehouse space that can be converted to training facilities. Another avenue for meeting this challenge is to volunteer to function as an education/training arm for select manufacturers. Technicians generally recommend what they were trained on for purchase by their companies.

- *Learning what is available*

From the instructor's point of view, an awareness of the college milieu does as much to foster learner receptivity as professional competence. The notion of the part-time faculty member as a person "on the bottom rung of the academic ladder" (Vaughan, 1986) comes dangerously close to being true if they cannot answer questions about the institution for which they work. In a study by Ughetto, Sanderson, and McLeod (1983), a little more than fifty percent of the part-time faculty polled admitted that they were able to answer effectively college-related questions with which they were confronted.

The importance of a well-designed, simply-written handbook for part-time faculty cannot be overemphasized. The following information needs to be strategically located for easy reference:

- The college Academic Calendar.
- Program offerings: A thumbnail sketch.
- The names, office locations, and extension numbers of key administrative staff; a simple floorplan can make a big difference in clarity.
- How to get started teaching a course.
- Helpful hints for teaching and testing.
- Tests and exams: Suggestions on grading and managing grades.
- Grading scales.
- Classroom responsibilities and instructional expectations.
- What paperwork is needed from the faculty.
- Payment schedule for part-time faculty.
- Typing/reproduction/copying services: What they are, where they are.
- Learning Resources: What they are, where they are.
- Campus security force: How to reach them at any time.
- Parking procedures/regulations for faculty and students.
- Inclement weather procedures: How to know when classes are cancelled.

- General graduation requirements from Associate degree, diploma, and certificate programs.
- Application Procedures (including an Application Checklist).
- Fee payment/refund procedures.
- Residence requirements and tuition details.
- Audit/credit and add/drop procedures.
- Student loan opportunities.

- *Learning how to develop a course strategy*

The notion that instructors teach as they were taught can be a bane as well as a boon. Ughetto, Sanderson, and McLeod's (1983) study showed that only 65.8% of the part-time faculty responding to the questionnaire "felt comfortable with the instructional techniques used." In a 1986 study by Selman and Wilmoth, ninety-three percent of one hundred and forty part-time faculty responding to a questionnaire indicated that there was "a need for part-time vocational instructors to be helped with developing teaching skills." For example, using modern educational aids such as cognitive style mapping is something that very few traditionally educated technical faculty will know. Furthermore, part-time faculty were likely taught in the traditional manner used with eighteen through twenty-one year-olds, and their learners will likely be adults.

Part of a good part-time faculty handbook is a helpful, non-directive outline or set of tips on how to communicate materials to learners. Two key issues that should be stressed to new community college educators are the diversity of learning styles of potential participants and the notion that there is no perfect teaching style. The inclusion of a constructive, non-threatening professional evaluation system is a cornerstone of such a strategy.

- *Tests and evaluations*

The community college philosophy is steeped in the belief that good teaching is the planned process of making learning happen. However, the desire for collegial uniformity at the comprehensive community college is likely to lead to faculty evaluation instruments that are generally unsuitable for technical offerings. These, in turn, may lead to test and grading methods that are similarly unsuitable. Studies

by Centra (1975) and Andrews (1985) show subtle, yet perceptible, influences that can be exerted to link learner opinions of instruction to the method and rigor of the instructor's evaluation of their work.

The need for gradualized testing systems for learners who have been out of the learning pipeline for some time should be taken into account. The section on Testing Tips in the Adjunct Faculty Handbook should be prominent, coherent, explained at each kickoff workshop, and extensively used. McKeachie's (1978) work includes samples of assignments, examinations, and grading.

- *Records management*

Records management is receiving more attention as the new issue of Assessment succeeds that of Accountability in the new litigious society. As pointed out by Pedras (1985), accountability, discipline, academic freedom, civil rights/ discrimination issues, liability, and grievance procedures comprise the nucleus of the legal issues that should be outlined and clarified. While very few technically-oriented faculty have any difficulty maintaining records, knowing what records to maintain is of major importance to satisfactory classroom management. Furthermore, judicious records management instills, in learners and faculty alike, the vital concept of rigor and discipline.

Many part-time faculty do not know how (or even why) to fill out a roll book or a grade sheet. A sample page of a completed roll/grade book and a typical grade sheet should be a part of the Adjunct Faculty Handbook. The obligations that bind the instructor and the learner should be outlined in factual, non-threatening, "non-legalese" language. The faculty members should also be guided in determining what and how long records should be kept after the course is over.

- *Involvement in course development*

Hartleb and Vilter (1986) have pointed out the danger of "assembly line teaching," in which faculty members do their jobs well and then leave. The lack of the exchanges that characterize a healthy academic environment is something that "must be resisted at all costs." There are apparent conflicts between the need for an academic division to ensure uniformity of instructional delivery and standards, and the dehumanization of the part-time faculty member. While several authors have

pointed out the importance of the positive community relations that can be promoted by the respected part-time faculty member, it has not been fully emphasized that negative relations are just as possible if these faculty members feel they are "cheap labor," rather than "respected industrial colleagues."

Since technical courses within the community college are constantly evolving and changing, a periodic review of course content should be conducted and the review committee should invite part-time faculty in the discipline to be a part. In addition, part-time faculty members should be included on curriculum advisory committees to help establish and maintain synergy. The mainstreaming and divisional identification of part-time faculty members can be further bolstered by providing mailboxes within the academic divisions where the faculty operate. A telephone/address listing of all part-time faculty members should be a rapid-access item for the appropriate evening/off-campus coordinator and the appropriate division chair. Finally, the establishment of partnerships between full-time master instructors and part-time counterparts within a discipline is crucial.

- *Progress*

A need to feel that they are improving their performance as teachers and as communicators is, according to Hoerner (1987), of the most vital importance. His "Four-Way Test" concludes with "Does the Staff Development Effort Make a Difference in the Effectiveness of the Part-Time Instructor?"

Excellent results can ensue if community colleges include part-time faculty in their budgeting for faculty development. A novel approach developed at Southwest Virginia Community College by Lotito and Tomlinson (personal communication) provided meaningful staff development for part-time faculty members teaching U.S. History. Part-time history instructors (where off-campus offerings are numerous enough to provide a "critical mass") took a graduate course in their subject under the tutelage of a full-time faculty member at the college and under the academic aegis of the state land-grant university. There were four results:

(1) Graduate credit granted from a major land-grant university.

(2) A fusion of personal and professional ties between the participants was developed.

(3) Any "*de facto* walls" were demolished between the full-time and part-time faculty.

(4) Synergy was mainstreamed among the participants.

This effort has received widespread praise from full-time and part-time faculty. This design can be applied within technical areas as well, provided the parameters are favorable. The effort will be reported in detail in a paper under preparation by Hoerner, Lotito, and Tomlinson (personal communication). The college's assumption of the part-time faculty's educational expenses is a worthy investment in knowledge, *esprit de corps*, and morale. Following the approach taken by Yarborough (1982) and applied by Muncey (1986), if the average pay for a full-time technical faculty member is assumed to be $24,000 for a thirty semester-credit hour load, and if an additional twenty percent were to be added for fringe benefits, the cost per semester-credit hour is then $960. Comparing this figure to an average per-credit pay of $400 for a part-time technical faculty member yields an annual cost advantage of $1,680. Assuming that the faculty member teaches one three-credit course for three consecutive years, the expenditure of $1,000 (of the more than $5,000 saved) to send the individual to a seminar or workshop is certainly cost-effective. Such perquisites also stand in good stead with the industry where the faculty member is employed, providing the aura of technological leadership that every community college craves.

There are also needs that are not quite recognized by part-time faculty members. These unrecognized needs may result in Top-Down staff development activities as described by Hoerner (1987). These include identity, sense of approval, learning to use technology, and enthusiasm.

- *Identity*

  All faculty members, be they part-time or full-time, are unwitting partners in sculpting and reshaping the dynamic and moving statue that is their college. There is as much a need for the college family to listen as there is for them to speak. Therefore, in that regard, a need certainly exists for part-time faculty to "shape and be shaped," to bond and identify with the mission and philosophy of the college in an environment worthy of the democratic and evolutionary entity that is the community college.

- *Sense of approval*

  Like all other denizens of academe and industry, part-time faculty need mentoring and guidance, especially during their formative years in the institution. They need to feel a sense of approval from the full-time faculty. This feeling is best achieved by working in synergy with the full-time faculty. Open discussions in which the part-time faculty member is treated as a respected peer will accomplish immeasurable good. And, in addition to letting these industry professionals into the full-timer's academic world, so also must the full-timer periodically venture forth into the part-timer's work environment, thereby providing the level of mutual respect that characterizes a truly professional relationship.

- *Learning to use technology*

  With increasing needs to compress more knowledge into shorter timeframes, the potential contributions of effective technological aids in the classroom and technical lab cannot be overemphasized. It is not merely preparing colorful transparencies to replace colored chalk. It extends to the new media of audio and videocassettes. The cassette player is as much a standard fixture in today's car as is the FM radio, as is the videocassette player in most homes. Yet, relatively little use has been made of these as viable instructional technologies. Few institutions can boast that part-time faculty have placed their expertise on an audio or videocassette that can be referenced by learners on the way home or in the comfort of their dens. Finally, the remarkably useful personal computer is an instructor's "best friend." Overcoming cyberphobia is not a nicety anymore; it is a necessity.

  At least one all-day "hands-on" workshop dedicated to educational technology should be reserved for each term. Exciting things can happen when full- and part-time counterparts collaborate to create a teaching strategy, an instructional videotape, or a microcomputer tutorial. And, recognizing that educational innovation is to be respected and encouraged, the occasional recognition and showcasing of the efforts of participating part-time faculty can be worthwhile.

- *Enthusiasm*

  A principal developer and maintainer of enthusiasm is a positive attitude that one is doing something important, that one's efforts are being discerned and appreciated, and that the best is yet to come.

"Enthusing by Walking Around" is one way to bring this about. An occasional non-threatening visit, accompanied by a few words of genuine interest by the division chair, dean, or president is held in the highest esteem by part-time faculty. It is not a military inspection, but merely a genuine visit of interest by a college administrator who thinks that this instructor is so important to the college that he or she deserves ten to fifteen minutes of their time. The simple act of seeking the opinion and approval of these "outsiders" is one that is not likely to be forgotten by the part-time faculty member. Finally, the part-time faculty are still members of the faculty who contribute to the overall mission of the college. Spotlight the worthy, show their works proudly, and you are likely to start a trend towards achievement, rather than merely developing seniority and maintaining a status quo—two activities that have been singularly out of step with the modern community college in today's technological age.

Conclusions

Technical education and training is "big business." Wendell Smith (1986) has pointed out that the approximately $60 billion that industry spends on education and training of employees is as much as the annual expenditure of all U.S. higher education institutions combined. Community colleges will play a valuable role in meeting this need at a viable cost to industry. But they cannot fulfill this task effectively without a well-transitioned, motivated, and dedicated part-time faculty who will bridge the gap between industry and academe, thereby improving instruction at all levels. Not only will they teach those skills with which they are cognizant, but they will also convey the importance of "learning how to learn" to their students by providing a living example of what it takes to maintain "the knowledge edge" in the industry environment. Their linkage with the community college movement is a natural one, since they embody the philosophy of lifelong learning of which we are so proud.

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PART-TIME FACULTY EMPLOYEE ORIENTATION AND SOCIALIZATION FOR COMMUNITY COLLEGES

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Introduction

Throughout American history, various resources have played a critical role in the economic, business, and social development of our culture. During the 1700s and until the mid-1800s, land was the critical resource that shaped our society. The industrial revolution depended on capital and technology as its compelling resources. Now, in post-industrial America, our economy, business, and society are driven by technological change and effective management of human resources.

In our post-industrial society, organizations gain the competitive edge through maximizing human resources. Human resource management recently entered the limelight of management concern as organizations discovered that their ability to manage and utilize increasingly sophisticated technology was limited to the extent individuals can absorb technology and change. Supporting this emphasis on human resource management, there has been an explosive growth in the fields of psychology, organizational behavior, organizational development, training and development, group processes, management theories, leadership, staffing, compensation, labor relations, and government regulations pertaining to employees. Given the demographics of our society and the increasing rate of technological change, effective management of human resources will increase in scope and importance. Further, the stability and productivity of organizations depends primarily on how effectively newcomers become capable of fulfilling their roles (Van Maanen, 1978). Because newcomers' acclimation heavily influences an organization's future, this paper will examine employee orientation.

Employee orientation is the most critical period in the employee socialization process (Nota, 1988; Robbins, 1988; Van Maanen, 1978), the process by which employees learn the culture and values of their new job setting (Feldman, 1976). It is during this period, that employees form an organizational identity that affects organizational commitment, productivity, job involvement, turnover, morale, staffing and training costs,

absenteeism, and group and organizational dynamics (Feldman, 1976, 1984; Jones, 1984; Nota, 1988; Pierce & Dunham, 1987; Reinhardt, 1988). Failure to form an effective and strong identity between the employee and the organization is potentially very expensive in financial and human terms. Only recently have organizations begun to measure these costs, and many organizations still do not comprehend the enormous investment an employee represents. Dahl (1988) stated that an employee starting at $25,000 represents a one million dollar investment in today's dollars. This amount accounts for salary, fringe benefits, and taxes, but does not include any calculations for productivity and organizational opportunity costs. Rarely do organizations treat a new employee as a one million dollar investment.

Process of Organizational Entry

A review of literature shows that the process of organizational entry takes place in stages (Feldman, 1976, 1981; Louis, 1980; Robbins, 1988; Wanous, 1976, 1977; Caldwell & O'Reilly, 1981, 1985; Van Maanen, 1978; Ward & Athos, 1972). These stages are commonly referred to as organizational socialization. Socialization occurs throughout an entire career at an organization, with the entry stage being most critical. Robbins (1988) identified these stages as pre-arrival, encounter, and metamorphosis. Pre-arrival entails all the learning that occurs prior to joining the organization. Pre-arrival includes the values, attitudes, and expectations of the individual related to the work and the organization and impressions formed during the selection process. Encounter involves seeing what the organization is really like and confronting the difference between employee expectations and reality as it relates to the job, co-workers, supervision, and the general organizational climate. Stage three, metamorphosis, is categorized by long-term changes and results. The new employee works out any problems discovered during the encounter stage, masters the skills of the job, successfully performs in new roles, and conforms to the norms and values of the work group. Individual experiences at each of these stages significantly affect work productivity, commitment to the organization, and the likelihood of turnover.

Several authors have addressed the problems and process of organizational entry (Caldwell & O'Reilly, 1981, 1985; Louis, 1980; Wanous, 1976; Ward & Athos, 1972). Meryl Louis (1980) developed a model to explain orientation, an experience that is

simultaneous with the encounter stage. This entry experience is also categorized by stages and Louis identifies them as change, contrast, surprise, and sense making. Change encompasses differences between old and new settings, and is known to the individual and publicly noted in advance to the event. The more the elements of the previous environment differ from the new environment, the more change is required.

The second feature of the entry experience is contrast, which is personally noted and not knowable in advance. This stage involves the personal assimilation of the work, the work environment, personal interactions, and the gradual letting go of old roles. Contrast represents subjective differences between the old and new settings and is the mechanism by which individuals characterize and define the new situation.

The third stage of entry, surprise, represents the differences between an individual's expectations and the actual experiences in the new situation—and the affective reactions to those differences. Surprises are both positive and negative, including areas of the job, the organization, perceptions of self, recognizing and handling internal reactions to the job, organization and self, and cultural assumptions brought to the new situation.

Sense making, defined by Louis (1980) as "the role of conscious thought in coping" (p. 239), is the process by which individuals deal with the discrepancies between expectations and perceived realities. These discrepancies unbalance the psychological equilibrium of the individual. Sense making is the follow-through mechanism used to cope with surprises encountered in stage three of the entry process and relies on a number of factors for reconciliation. These factors include similar past experiences, personal characteristics, cultural assumptions, information from others, interpretations of others, and situation goals.

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Goals of Orientation

The orientation period generally takes six to nine months to complete (Louis, Posner, & Powell, 1983; Nelson, 1987). During this period, the employee attempts to gain an ordered view of the organization and the job; the organization also attempts to transform the employee from an outsider to a participating and effective insider (Feldman, 1976). The employee is under a great deal of stress and is motivated to reduce this stress by learning the functional and social requirements of a new role (Van Maanen, 1978). Therefore, the goals of organizational orientation programs are to assist employees to

- acquire a set of appropriate role behaviors,
- develop work skills and abilities,
- adjust to the work group's norms and values,
- carry out role assignment dependably,
- remain with the organization, and
- innovate and cooperate spontaneously to achieve organizational goals that go beyond role specifications.

To accomplish these goals, managers, supervisors, and human resource management personnel must thoroughly prepare and plan the orientation program; clearly communicate objectives throughout the organization; clearly define the roles and responsibilities of those involved; identify the information needs of the new or promoted employees; provide adequate facilities, materials, and funding; and provide ample time for orientation activities (Tracey, 1981). Individual and group processes, formal and informal methods, and a wide variety of instructional methods should be employed to effectively and efficiently meet the goals of the orientation program.

Evaluation of Orientation

According to recent literature, little is done in current organizations to evaluate the success of orientation programs. Organizations can utilize questionnaires, personal observations, employee interviews, supervisors' and managers' comments and observations, and first-year performance appraisal forms to evaluate their programs.

According to Feldman (1976), if the orientation process is running smoothly, the new employee will be accepted into the work group, begin to feel competence in the job, will be seen as competent by peers and supervisor, and will become interactive and proactive regarding job and organizational roles. The consequences of socialization programs can be measured through the satisfaction and internal work motivation of employees, the extent to which employees feel control over the way work is carried out in their department, and their job involvement.

Practical Applications

Below are some practical applications and guidelines for instituting or improving orientation programs based on the work of Cain (1988), Feldman (1976, 1981), Jones (1984), Louis (1980), Louis, Posner, and Powell (1983), Reinhardt (1988), Rice (1988), Tracey (1981), and Van Maanen (1978).

Guidelines for Orientation Programs

Human Resource Management Responsibilities

(1) Assist managers and supervisors in designing realistic and useful orientation programs for newcomers and for employees promoted or demoted.

(2) Assist managers and supervisors in preparing orientation materials.

(3) Conduct group sessions for new employees on benefits, company policies, and other items related to company-wide concerns.

(4) For managers, supervisors, appropriate peers, and mentors, provide training that stresses their role and responsibilities in orientation.

(5) Formulate checklists to be used by managers and supervisors of the topics and procedures to be covered with the employee.

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(6) Supervise the orientation efforts of managers and supervisors and provide constructive feedback on their performance in the orientation process.

(7) Evaluate the effectiveness of orientation programs with questionnaires, observations, reports of supervisors, and interviews with selected newcomers.

Managers' and Supervisors' Orientation Responsibilities

(1) Orient subordinates to the job, the workplace, and the company through individual sessions and planned activities.

(2) Assist Human Resource Management in designing realistic and useful orientation programs.

(3) Work with Human Resource Management in preparing orientation materials.

(4) Participate in the training provided by Human Resource Management on managers'/supervisors' roles and responsibilities in orientation.

(5) Assist Human Resource Management in creating and completing checklists of topics and procedures to be covered with the employee.

(6) Improve orientation sessions through feedback provided by Human Resource Management and employees.

(7) Recommend changes in the orientation program that meet changing business conditions and that increase effectiveness of the program.

(8) Evaluate the effectiveness of the orientation program through employee comments, observations, and questionnaires.

Recommended Orientation Practices

(1) Employee should have three performance appraisals during the first year.

(2) The buddy system should be employed. The employee is assigned to a peer in their functional area. The peer employee is responsible for easing the stress of the new employee to the work environment.

(3) The new employee is assigned a mentor—a more senior employee higher in the organizational structure. This person may or may not be in the same functional area as the employee.

(4) Human Resource Management provides a theoretical overview of the entry experience to give the new employee some knowledge of what to expect and some understanding of how the company orientation will help the transition.

(5) Formal group orientation sessions provided by Human Resource Management are spaced out over a six to nine month time period.

(6) The employee's arrival is publicly acknowledged via a formal memo to all management levels and employees or in the company newsletter.

(7) Provide tours of the plant or facility to the employee.

(8) Provide tours of the plant or facility to the employee's family.

(9) Have the employee spend one or two days in each functional area of the company.

(10) Provide information on promotion and transfer opportunities.

(11) Integrate formal and informal orientation programs.

(12) Structure the training program so that relevant skills are identified and addressed.

Implications for Community Colleges

During the next decade, approximately thirty to fifty percent of community college faculty will be retiring. In addition, almost half of community college faculty surveyed during the 1970s stated they would prefer to be employed in a four-year institution (Roueche, 1989). It would appear that community colleges have not done a good job in the past with employee orientation, but will be presented with a tremendous opportunity in the future. How well community colleges manage orientation during the coming decade will significantly affect their direction, effectiveness, and public perceptions.

Community colleges, like the business sector, must realize the importance of human resource management, realize the investment an employee represents, understand the cost of mismanagement, and approach employee development from a long-range and strategic planning stance. Orientation is the most critical phase in the socialization process in developing employee loyalty, commitment, and productivity. Community colleges can enhance this process by following the recommendations contained in this paper. Most of these recommendations can be initiated with minimal expense, but require an understanding of the importance of the subject, a plan, commitment to the process, and organizational involvement at all levels. These orientation guidelines provide an operational framework for the recommendation of Roueche (1989) that "community colleges need to develop viable and challenging programs of orientation and training for all new employees so that they can represent their institutions and their communities at high levels of performance from the first day they begin work" (p. 2).

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WISHES AND WARNINGS: GENESIS OF A FACULTY ASSOCIATE ORGANIZATION

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Introduction

In the last two decades, educational institutions have come to rely on non-tenured, contractual instructors for portions of classes, especially in the required introductory courses that require large numbers of sections. The Department of Education estimates that thirty-nine percent of all teachers in higher education are now on part-time contracts (Denham, 1988). The figures for community colleges are much higher.

The original rationale was that the institutions needed flexibility in hiring faculty because of the balloon of post-War babies reaching college age in the 1970s. Like Sears, colleges soon discovered how economical it can be to have the services of an employee without having to pay such employee-related expenses such as FICA, retirement, health benefits, telephones, office space, and support staff.

Today, administrators, faculty, and the faculty associates themselves are trying to articulate and solve the "part-timer problem." And it is a real problem for those who want to teach, for those who care about meaningful curriculum goals, and for those concerned with the long-term viability of higher education, not just the short-term fiscal concerns of institutions.

Arizona State University's English department employs from twenty to thirty faculty associates each year, each teaching from one to five classes per semester. They teach composition at all levels, survey classes, and, when needed, just about anything else. In 1987, they were paid $1,500 per three semester-hour class (M.A.) or $1,600 per class (Ph.D.), the same as in 1978. They received no benefits nor assurance of being hired from one semester to the next.

In the fall of 1988, after years of complaining to one another about the conditions of their employment, the faculty associates formed a professional association, Faculty Associates for Professional Advancement (FAPA), to address the problem from their

perspective. I was a member of the organizing committee. What follows is an account of why we organized when we did, how we organized, what the process of our exchange with the university entailed, the results of our organization's actions, and what we would like to do in the future.

Non-tenured faculty (faculty associates, part-timers, adjunct faculty, teaching associates, instructors, lecturers) have been looked at carefully by institutions and researchers, but very little has been done by non-tenured faculty to explore the issues of their use. They have been examined as functionaries, disposable assets of the schools. Research examines how to get the most from them, how to train them, and how to identify the worst, but does not address the real issues that have to do with the goals of education and the human rather than the financial costs of their employment as "part-time." Institutions refer to non-tenured faculty as "part-timers," an inappropriate use of the term "part-time." A part-timer is the teenager who works weekends at Burger King or the man who comes to rototill your garden in the fall. Some teachers actually are part-time; that is, they teach one or two classes a year while working at a non-academic job, or after retiring. But those under discussion here are the fiscal part-timers, named so only because of how they are hired. Because our title at ASU is "faculty associates," I will use the term—but the discussion is relevant to all of the non-tenured faculty.

Why We Organized in 1988 and Not in 1985

Several factors came together in 1987 and 1988 that created a context in which faculty associates' organizing seemed both possible and useful. Some of them were distinct to the situation at ASU, but some are broadly true and I feel will be reflected in more programs and organizations initiated by faculty associates at other schools:

(1) Publicity about the IRS ruling on benefit requirements for part-time staff and its possible application to colleges and universities was an encouraging, official acknowledgement of the fundamental unfairness of lack of benefits. Although the issue has yet to be tested and defined in court, college administrators are faced with at least the possibility of having to change. In organizing, we felt that the administration might be willing at least to consider what those changes would be.

(2) The faculty associates at ASU had been in place—some having taught here for eight years, many having taught for four or five years. Schools' reliance on a more cohesive pool of faculty associates created teachers who were older, who understood the system of the school better, and who no longer considered themselves apprentices or transitional students on their way to a "real" job.

(3) Other recent publicity about the changing, aging pool of qualified teachers for colleges and universities was also encouraging. The "free-market" rationale for low wages for faculty associates based on over supply was being debunked.

These factors, broadly applicable to faculty associates teaching in colleges and universities throughout the country, created the climate in which our actions seemed possible, but the impetus to begin came from some circumstances particular to our situation:

(1) The faculty associates at ASU knew each other. They did not teach primarily at night with little contact with administrative or other teaching personnel. They had opportunities to discuss their shared problems. This opportunity for dialogue over an extended period of time led to the formal organization. Without it, we would still be moving along as if each individual's concerns were unique.

(2) In 1987, faculty associates at ASU were being paid the same per class as they had ten years before. Their wages had not even been adjusted with cost of living increments.

(3) Faculty associates at the University of Arizona, doing exactly what we were doing, received a raise that made their pay nearly double ours.

(4) ASU was in transition. Changes at the departmental, college, and university level seemed propitious; change seemed possible.

(5) A study commissioned by the Board of Regents addressed in part the problems of the pay and hiring conditions of faculty associates in state universities (Talbott, Davis, & Cetone, 1988).

(6) The final impetus for us to organize came from a series of incidents that made it clear to us how expendable and vulnerable we were. These included the experience of one long-term faculty associate who thought she had cancer, and a badly-handled re-hire (including a letter which stressed that we were hired only for a current term and had no assurance of continued employment).

How the Organization Worked

Initially we considered several courses of action: using the university ombudsman, affiliating with a union, going to court with a lawsuit, going directly to the Board of Regents with our case, or going directly to the public through the newspapers. However, we decided to exhaust the system before we went outside. Moreover, we decided to address the text, rather than the subtext, to try to change behavior rather than attitude. It was difficult not to get sidetracked by the issues of the faculty lounge and whether or not one was valued, but we focused on the legal and financial issues.

Working within the chain of command, that is, using the system, required careful research. We pared down the list of idealized wishes to four important issues:

(1) *Hiring in a timely fashion*

This, we argued, not only would help faculty associates have some degree of continuity, but would actually decrease administrative problems at the department and college level. No one benefits from August hiring.

(2) *Contracts and continuity*

This too would benefit the school, we argued, because so many of the best instructors found the instability impossible and left.

(3) *Benefits*

The definition of faculty associates as "part-time" needed to be addressed. The IRS policy on benefits for part-time was support for FAPA here. The possibility that because teachers who were only technically part-time and not getting benefits might mean that full-time (i.e., tenure track) teachers might be taxed for their benefits as additional compensation was used as support.

(4) *Salary*

Faculty associates had not had a raise, nor even cost of living adjustments, in ten years. The result was that many had to supplement their income by teaching simultaneously for several institutions. Some taught as many as nine classes per semester, obviating their effectiveness, and placing overwhelming demands on themselves.

In many ways we were right about the timing of initiating action. We were taken seriously and given a fair hearing from the head of first-year composition, to the Chair of the English department, to the Dean of the College of Liberal Arts.

The Results

Our original goal was to make major changes, alter the system, and redefine our positions. The results were somewhat more modest. But all four issues we had addressed in our meetings with the administration were acted upon.

(1) Hiring was done earlier. Courses were more accurately estimated and funding provided so that there were far fewer August phone calls.

(2) One-year contracts were offered to a portion of the returning faculty associates.

(3) Benefits were given to those teaching more than three sections per semester.

(4) A small raise was added to the salary.

None of these changes were terribly expensive. Most involved, however, a change in direction of what had been a static situation for ten years. In addition, the department created some lectureship positions that seem to promise the redefinition we had originally had as a goal.

Wishes and Warnings

The wish is that the institutions themselves will examine the issues of reliance on adjunct faculty. Andes (1981) argues that schools may have to address special legal problems such as "questions of liberty and property-rights, of contract requirements, collective bargaining rights and tenure" (p. 11). The warning is that if administrators do not take the initiative, faculty associates themselves will examine other courses of action to address fair compensation, security, and academic freedom.

Schools turn to contractual teachers for cost savings, but as they examine the system they create, they will discover that there are other significant costs to consider. As Andes (1981) suggests, schools may face complex legal battles, and may find themselves in a complex maze of proprietary rights and taxation issues. They may find that by "living with" their adjunct faculty they have created a kind of common-law, *de facto* marriage.

Not only are there possible legal costs, but high institutional costs. What good are policies, goals, and curriculum planning if those who are actually supposed to implement them don't get the books until August, and have no commitment to the goals or the institution? This delay in hiring affects continuity, implementation, and long-term planning. It may eventually affect the public perception of the legitimacy of the institution, and perhaps even accreditation.

Colleges and universities do need some true part-time instructors. They need some flexibility in scheduling; they need to be able to tap the resources of specialists, researchers, retired professors, and working artists. They do not, however, need to have seventy to eighty percent of their introductory courses relegated to standby status.

Schools must ask themselves this: What is the business of this institution? Is the priority the physical plant, fund raising, grant acquisition for new technology, community relations, accreditation, increased enrollment, or education of students? The test of what matters may be what they are willing to spend money on. Students show up each fall, and the most effective way to plan for their arrival is with teachers who are part of the system, part of the planning process, and a long-term part of the implementation of institution's goals.

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PART-TIME FACULTY—POISON OR CURE FOR HIGHER EDUCATION'S ILLS?

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Introduction

In order to meet the ever-growing demands for new and expanded programs in the face of budget constraints, universities and community colleges are increasingly relying on part-time faculty. Management of this segment of the faculty—in particular, the problems related to recruitment, evaluation, and legal implications—needs to be addressed by both publicly funded and private institutions of higher education.

A review of the literature from the early 1980s revealed a general feeling of concern about the decline in collegiate enrollment. For many universities, especially those with tenure bound faculties, this decline posed a definite problem. Many administrators began to realize that in order to have curriculum flexibility and manage within budgetary constraints, part-time faculty who would teach an extra course or courses at a lower rate and for a one-term commitment would have to be hired in much larger numbers.

The literature also indicated a definite increase in the number of part-time faculty being hired—an estimated 225,000 were teaching on a nationwide basis. A 1982 American Association of Community and Junior Colleges (AACJC) study indicated that fifty-eight percent of community college teachers were part-timers. Administrators expressed concern about the quality of instruction delivered by part-time faculty, and at the same time, part-time faculty expressed concern about the less than cordial reception they often received from full-time faculty. Predictions were that there would be an increase in part-time hires and that education could be on the verge of developing a large number of academic gypsies.

It's now eight years later and many of these same concerns are still being discussed. A recent unpublished survey by Dial (1989) that addressed different aspects of hiring adjunct/part-time faculty indicated a feeling of concern at four-year as well as two-year institutions regarding quality and quantity issues. Although part-time faculty cost less

and help solve budgetary problems, most administrators indicated that they still preferred to hire full-time faculty when possible with one notable exception—the part-timer that possessed a high degree of technical expertise and was up-to-date on current technology and the latest developments in a given field.

In order to effectively manage this significant group in the academic community, all aspects of their employment must be considered.

Recruiting Part-Time Faculty

Early identification of needs is important in the recruitment of part-time faculty. Viable sources for qualified part-time faculty are full-time teachers, other part-time teachers, professional organizations, study groups, part-time faculty from other campuses, and graduate students. Also, some administrators indicate an interest in encouraging former students who have completed graduate work to return to the campus to teach. A file of potential faculty should be developed and the recruiting/hiring function shared with program coordinators and/or full-time faculty.

The Hiring Process for Part-Time Faculty

Results of the Dial (1989) study indicate approximately one-third of the reporting institutions had some type of orientation for new part-time faculty—less than one-third provided a handbook for them. From a management perspective, schools might consider providing a somewhat more nurturing, but professional attitude toward part-timers. Letting them know what is expected of them is a good beginning. Recommended activities for new part-timers might include a campus/department orientation, a complete syllabus for each course to be taught, a handbook answering often-asked questions, and up-front information about semester evaluation and basic performance expectations. Some campuses might consider the assignment of a peer/mentor from the full-time faculty for the first-time teacher.

According to Dial (1989), administrators indicate the following basic concerns about hiring part-time faculty: (1) part-timers teach at odd hours, often off-campus, and

without direct supervision; (2) part-timers have little opportunity to socialize, which is often an important acclimating activity; (3) academic administrators and full-time faculty have difficulty in directly observing the teaching process; and (4) on many campuses, the evaluation of part-time faculty does not occur.

Evaluation of Part-Time Faculty

Evaluation of part-time faculty poses a serious problem for many administrators as there is a basic difference in the goals and expectations of the part-time faculty as opposed to the goals and expectations of the full-time faculty.

Two of the basic concepts of management related to evaluation are (1) the person being evaluated must be aware of the expectations of the evaluator and (2) a meaningful evaluation can occur only if the person conducting the evaluation has relevant and appropriate information with which to make the evaluation decision(s).

Dial's survey (1989) indicates a serious deficiency in availability of meaningful information that could be used in the evaluation of part-time faculty. For instance, many institutions indicate that part-time faculty are not expected to complete an evaluation report on their teaching and/or other activities for a given semester. Therefore, the individual is denied a formal mechanism for sharing successes from the classroom. In addition, most institutions indicate that the part-time faculty in the majority of departments are never observed in the teaching activity. Most campuses do have access to student evaluations on part-time faculty.

At the end of a semester, a decision about the rehiring of part-time faculty is made on many campuses. On what basis are those decisions made? According to the information reviewed, the absence of a formal report from the part-time faculty member and the absence of any type of in-class observation leave the student evaluation as the only hard data on which to make an evaluation decision.

Legal Issues Related to Adjunct Faculty

One of the challenges in ascertaining the legal status/rights of adjunct faculty is that there has been very little litigation related to these issues. This lack of litigation is attributable both to the fact that their status is fairly well-settled and to the fact that they are very poorly paid and thus have little at stake economically in the event of non-reappointment. Additionally, adjunct faculty are generally not well-organized as a group, so their ability to identify and pursue these issues is restricted. The low pay and lack of organization make the use of adjunct faculty very attractive to administration in times of financial strain because there is no long-term commitment and no great risk of protracted grievance processes or litigation. They are, in essence, disposable faculty.

In the absence of any kind of negotiated union contract assigning to them some other kind of status, adjunct faculty are clearly employees at will. In many respects they are like independent contractors in that they contract to deliver a particular course, but generally have little or no responsibility outside that course unless spelled out in some kind of contract. By tying the contract to the delivery of a specific course at a particular time, rather than to a set period with duties as assigned, some of the problems related to due process are avoided which would sometimes be encountered in state employment of full-time non-tenured faculty whose contracts are not renewed. The adjunct has no expectation of continued employment and, thus, no property interest in their positions. Generally, adjunct faculty have no tenure rights, in the absence of state statutes conferring such rights.

A review of legal requirements related to academic qualification for employment indicates that states are content to leave these qualifications to be defined principally by the regional accreditation agencies. For example, the Southern Association now requires at the junior college level a master's degree with eighteen graduate hours in the subject level of the teaching field. Generally, in hiring adjunct faculty, senior colleges will expect a master's degree, and will be more likely to hire a candidate with a doctorate if available. Again, the standard is one set by the regional accrediting agency rather than state statute.

One of the great problems in managing adjunct faculty is the amount of paperwork involved. As a result, many schools do not pay attention to detail with respect to such things as written employment contracts. As long as the term of employment is less than one year, there is no requirement at law that the contract be in writing—it is an enforceable

oral contract. And therein lie the seeds of controversy based on a misunderstanding of terms and conditions. One of the great dangers is that the misunderstanding may cause a property interest to arise which will support due process claims. Courts have stated that a property interest may arise when a mutual understanding exists between the school and the teacher that the employment will continue, when an oral contract exists between the parties that employment will continue, or when the termination stigmatizes the employee (Perry v. Sindermann, 1972).

The most reliable way to avoid misunderstandings with adjunct faculty related to the employment relationship is to have a written contract. In order to be effective, a written contract does not have to be formal, long, detailed and full of legalese which makes it incomprehensible. It can be in letter form written in a conversational tone. The key is that it contain the essential elements of the relationship and that it bear the signature of the person who is being hired. It describes the scope of employment, defines the compensation, and sets out the requirements which must be met prior to employment. It also reserves to the institution the right to cancel employment without penalty up to the commencement of the class.

Of increased concern in recent years are legal requirements extending benefits eligibility to less than full-time employees. A key area for administrators to examine is the definition of the adjunct workload related to full-time equivalent (FTE) employment. Generally, adjuncts are not required to perform the same kinds of administrative tasks or to engage in research activities as are full-time faculty. Thus, if a full-time faculty load is four courses, the adjunct faculty member's load of two courses may be described as .50 FTE. If the workload is defined in this manner, no weight is assigned to other full-time faculty responsibilities, and the institution may have put itself in a position of having to pay benefits to the adjunct, assuming a legal requirement to offer benefits to any employee who works the equivalent of half-time (.50 FTE). A more accurate description would be to assign a weight of .20 to administrative/research responsibilities and .80 to teaching load. Thus, an adjunct teaching two courses would then be defined as .40 FTE, and would not be benefits eligible.

It is clear that adjunct faculty cannot be relied on completely to meet institutional affirmative action goals; however, the college's special effort to recruit and hire minority adjunct faculty as well as minority full-time faculty shows a depth of commitment to

affirmative action. Additionally, bringing in minority master's level persons as adjunct faculty members is a way of introducing those persons to teaching, and a recruiting tool to encourage them to obtain the degrees necessary to become members of the academic profession.

Conclusion

Adjunct faculty can contribute significantly to the delivery of quality education. Effective utilization requires effective management; in short, the same kind of care which is provided the full-time faculty. Most important, the economic efficiency that adjuncts provide the institution must not be lost through costly litigation resulting from the institution's failure to pay attention to details such as execution of written contracts.

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PROFESSIONAL DEVELOPMENT OF PART-TIME FACULTY: FINDINGS FROM A SURVEY OF PUBLIC POSTSECONDARY TECHNICAL EDUCATION INSTITUTIONS

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Introduction

While financial resources to support equipment and supply purchases, facility maintenance and expansion, and advisory and community support activities are important, perhaps the most crucial resource at any postsecondary institution is its full- and part-time faculty. With technical education at the postsecondary level, this resource is critical in order to achieve credibility in constantly changing fields of instruction. Investment in the development of this faculty is necessary to maintain relevance.

Part-time faculty maintain a large and growing share of the instructional burden at postsecondary technical education institutions. The purpose of this paper is to characterize how these faculty and adjunct staff function within these institutions with particular emphasis on professional development needs vis-a-vis participation. In particular, the following characteristics are described: the educational, work experience, and demographic characteristics of part-time instructional staff and the self-reported activities related to instructional and professional development.

A project undertaken by the National Center for Research in Vocational Education in 1987 involved a survey of public and private, non-profit institutions offering postsecondary occupational (or technical) education. Funded by the Office of Vocational and Adult Education of the U.S. Department of Education, the scope of work for this project called for a nationally representative survey of institutions. The foci of the survey were twofold: (1) the processes of curriculum and instructional decision-making and (2) student decision-making behavior.

Data was collected through a mail survey and on-site visits to a geographically dispersed sample of institutions. Institutions were not included if they were proprietary in nature, did not offer vocational certificate or associate degrees, were specialized institutions (penal, Job Corps Center, apprenticeship), or offered "specialized" programs only (flight/aviation, travel agent, religious, medical).

Survey

The survey design called for attempting to obtain data from up to twenty respondents at each institution—the chief executive officer, the placement director, the chairpersons, and two faculty from each of two occupation programs, and up to twelve students (three from classes taught by each of the four faculty). A randomly selected *primary* sample of seven hundred and twenty-five institutions and a *supplemental* eight percent random sample (n=186 institutions) to use as replacements was identified; ultimately ninety-nine of the one hundred and eighty-six replacements were used to complete the sample.

Institutions were also categorized by type of institution using the following categories: community or junior colleges; technical institutes; and colleges, universities, and branch affiliates. This categorization of institution type turned out to be quite important in subsequent data analyses. That is, for most variables of interest, the categorization was highly statistically discriminatory.

A response rate of about sixty percent was achieved, which is quite high for a voluntary mail survey. A database was constructed with responses from 432 institutions—392 administrators, 374 placement directors, 605 chairpersons, 1,247 faculty, and 3,363 students. An extensive response analysis was reported in the project final report (Hollenbeck, Belcher, Dean, Rider, & Warmbrod, 1987).

Site Visits

The mail survey data allowed generalization to the entire population of postsecondary technical education institutions as we defined them. But surveys were limited in terms of the depth of information they could capture and often missed or obscured evidence about *situational factors* that explained what was going on and why. For this reason, project staff complemented the mail survey with on-site visits of about a week in length to achieve a more comprehensive understanding of the institutions being studied.

Each person surveyed through the mail in the data collection was personally interviewed and asked to complete a questionnaire. Also, the teachers that participated in the interview/survey process were formally observed while they taught. The institutions were located in thirty-seven different states and ranged in enrollment from approximately five hundred to over thirty thousand.

Faculty Characteristics

Table 1 provides a general statistical profile of the full- and part-time instructors that responded to the survey. The table is based on the responses of 1,048 full-time faculty (85.7% of the faculty respondents) and 175 part-time faculty (13.3%).

The table shows that the average age of the faculty was about forty-five, with part-time instructors being slightly younger on average. About two-thirds of the respondents were male; however, a much larger percentage of part-time respondents were male—about eighty percent. Around ninety percent of the instructors were white; there was not a statistically significant difference in ethnicity between the full- and part-time samples.

The next set of descriptors compared were various job-related characteristics. Table 2 displays summary data concerning these items. On average, full-time instructors taught about twice as many courses and credit hours in the academic year prior to the survey as did part-time instructors. The full-time faculty averaged a little over seven courses (27 credit hours), whereas part-time faculty averaged about 3.5 courses (13.4 credit hours). Concomitantly, they averaged about twice as many contact hours per week in the courses

they taught at the time of the survey—almost twenty hours compared to just over ten. Finally, the full-time faculty taught larger classes, although the difference here was not nearly as great as for the amount of teaching.

The activities engaged in outside of the classroom are also an important characteristic of an instructor's job. Table 1 shows significant differences between full- and part-time faculty. As noted in the table, the actual hours spent in the various activities may have included some double-counting, but, basically, full-time staff allocated a much larger percentage of their work week to teaching-related activities than did part-time staff, but *less* time to research and professional development. Full-time instructors reported that they averaged over fifteen hours per week in official office hours and class preparation, while part-time instructors averaged less than half of that amount. This amount was in line with the teaching load that each group apparently undertook. On the other hand, the full-time faculty averaged about two hours per week conducting research, 4.5 hours per week doing background reading in their subject area, and 2.5 hours engaging in professional training which were all *less* than the averages reported by part-timers.

Professional Development Activities

The amount and type of professional development activities that an instructor might undertake depended both on the need and desire for such activities on the part of that individual and the availability and opportunity that the individual's institution offered to participate in such activities. Statements about adequacy of activity or the degree to which an individual valued or didn't value professional development activities go beyond the capabilities of the data.

Nevertheless, several questions on the faculty survey pertained to professional development and were indicative of the extent and type of activities undertaken. Table 3 provides summary statistics from these data for full- and part-time respondents on the faculty's perceptions of opportunities for inservice training and staff development, influence of professional and research activities on determining salaries, time spent on undertaking research activities, doing background reading and obtaining professional training, and participating in inservice training for teaching various special populations.

Table 3 shows that both full- and part-time instructors tended to agree with the statement about opportunities for staff development. Also, both full- and part-time faculty viewed professional and research activities as having very little influence on faculty salaries.

The tables present two-way analyses of data that are limited by the fact that other factors are not controlled. The explanation for the higher hours in staff development for part-time staff might be because of higher educational levels, because of less time spent on instructional preparation, because they are in institutions that tend to provide more opportunities for staff development, or for other reasons. In order to try to control for other factors, a multiple regression model of hours spent in professional development activities was estimated.

We suggest that colleagiality promotes staff professional development and if individuals spend little time collaborating with other instructors, they will be less likely to get involved in staff development. The hypothesized relationships between professional development hours and other variables are less clear.

Most germane to this paper is the fact that being a part-time instructor was among the most highly correlated determinant of hours spent in professional development activities. The level of the estimate suggests that *other things being equal*, a part-time instructor spends almost five hours per week more (almost fifty percent of the mean of the dependent variable) in professional development activities than does a full-time instructor.

Conclusions and Recommendations

Perhaps the most surprising finding from the extensive data analyses was that part-time instructors reported that they undertook, on average, more professional development activities than did their full-time counterparts. The data is somewhat limiting in the extent to which we can dissect and understand this finding. What we are able to ferret out, however, is that, as would be expected, there is great variation in the extent to which part-time instructors undertake professional development. Those individuals who interact with faculty colleagues and those that spend a lot of time in instructional-related activities are the individuals that tend to participate more in professional development activities. In other words, *commitment* to the program and to instruction seems to be the key explanatory variable in distinguishing part-time instructors who participate in professional development from those who do not participate.

Based on the research findings, the following recommendations are offered to postsecondary occupational administrators:

(1) Improve salary structures to reward part-time faculty that are actively involved in professional development.

(2) Encourage part-time faculty to engage in more instructional-related activities.

(3) Promote colleagiality between full- and part-time faculty.

(4) Alter office hours of regular staff so that they interact with part-time faculty.

(5) Review institutional policies and environment as they affect professional development activities.

(6) Provide more opportunities for part-time faculty in the areas of teaching disadvantaged or at-risk students, handicapped students, limited-English proficient students, non-traditional students, older students, and single parent students.

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Table 1
Characteristics Of Full- and Part-Time Faculty

Characteristic	*Full-Time Instructors*	*Part-Time Instructors*	*Total*
Age			
< 30	4.6%	8.8%	5.2%
31 - 40	29.4	34.5	30.1
41 - 50	33.2	32.2	33.1
51 - 60	24.9	16.4	23.7
60+	8.0	8.2	8.0
Average Age in years	45.1	43.2	44.8
Gender			
Female	34.7%	20.8%	33.0%
Male	65.3	79.2	67.0
Ethnicity			
Black	4.4%	3.5%	4.2%
White	91.3	89.5	91.1
Other	4.4	7.0	4.7
Education			
< Bachelor's	18.9%	33.5%	20.9%
Bachelor's Only	7.3	13.3	8.2
Bachelor's +	14.1	17.3	14.6
Master's	17.7	12.7	17.0
Master's +	33.3	14.5	30.6
Doctorate	8.8	8.7	8.7
Outside Training			
Yes	78.7%	87.8%	80.0%
No	21.3	12.2	20.0
Weekly Salary			
< $400	15.1%	31.9%	16.7%
401 - 500	31.7	18.7	30.5
501 - 600	23.9	25.3	24.0
601 - 700	15.6	8.8	14.9
700 - 800	7.7	6.6	7.6
> $801	6.1	8.8	6.4
Average Weekly Salary	$535.11	$477.56	$529.82

NOTE: Data from project survey of faculty, *Postsecondary Occupational Education: An Examination*. n=1048 for full-time and n=175 for part-time faculty. Totals may not add to 100% due to rounding.

Table 2
Job-Related Characteristics of Full- and Part-Time Faculty

Characteristic	*Full-Time Instructors*	*Part-Time Instructors*	*Total*
Average Courses/Credit Hours Taught in Previous Year	7.2 courses 27.1 credit hours	3.5 13.4	6.7 25.2
Average Contact Hours Per Week	19.7 hours	10.1	18.4
Average Class Size	19.3 students	16.2	18.9
**Average Hours Per Week Outside of Class for*			
Official office hours	6.6 hours	2.2	6.0
Class preparation	8.8	4.7	8.2
Undertaking research	2.1	3.1	2.2
Extracurricular activities	1.5	0.9	1.4
Working for pay at different job	2.7	22.6	5.6
Background reading	4.5	5.3	4.6
Receiving professional training	2.6	2.6	2.6
Total	43.0 hours	48.2	43.8
Total without second job	37.8 hours	23.5	35.8
Supervisory Observation of Instruction			
Percentage observed at least once	63.7%	55.5%	62.5%
Average # of times	3.2	2.7	3.2
***Average Rating of Influence that Faculty had on*			
Establishing new courses	3.94	2.81	3.78
Selecting course content	4.50	3.90	4.42
Selecting instructional techniques	4.75	4.35	4.69
Selecting textbook	4.59	3.72	4.47
****Average Rating of Adequacy of Materials and Equipment*	1.83	1.91	1.84
Covered by Collective Bargaining	32.7%	21.4%	31.1%

*Totals include other activities not listed in the table. They do *not* give unduplicated time outside of class.
**Scale ranges from 1 (none) to 5 (a great deal).
***Scale ranges from 1 (very current, up-to-date) to 4 (very dated, outmoded).

NOTE: Data from project survey of faculty, *Postsecondary Occupational Education: An Examination*. n=1048 for full-time and n=175 for part-time faculty. Totals may not add to 100% due to rounding.

Table 3
Participation In Professional Development Activities By Full- and Part-Time Instructors

Characteristic	*Full-Time Instructors*	*Part-Time Instructors*	*Total*
**Mean rating of agreement with the statement that there are many opportunities for inservice training and staff development*	3.34	3.30	3.34
***Mean rating of importance in salary determination of*			
Professional activities	3.01 (7/10)***	3.19 (7/10)	3.04 (7/10)
Research activities	3.43 (10/10)	3.43 (9/10)	3.43 (10/10)
Have received inservice or preservice training in			
Teaching basic skills	72.0%	75.9%	72.6%
Teaching disadvantaged and at-risk students	34.2%	30.8%	33.7%
Teaching the handicapped	35.1%	20.7%	33.1%
Teaching individuals with limited English proficiency	13.4%	11.8%	13.2%
Teaching individuals in program that are non-traditional for their gender	35.3%	25.0%	33.8%
Teaching older individuals	42.3%	34.9%	41.2%
Teaching single parents	23.0%	14.9%	21.9%
Non-institutional work hours per week spent in			
Background reading	4.5 hours	5.3 hours	4.6 hours
Undertaking research	2.1	3.1	2.2
Receiving professional training	2.6	2.6	2.6

*Scale ranges from 1 (strongly disagree) to 5 (strongly agree).
**Scale ranges from 1 (very important) to 4 (none or not applicable).
***Rank of response. For example: 7/10 indicates item was 7th most important item out of ten possible items.

NOTE: Data from project survey of faculty, *Postsecondary Occupational Education: An Examination.* n=1048 for full-time and n=175 for part-time faculty. Totals may not add to 100% due to rounding.

EDUCATORS PEER INSTRUCTIONAL CONSULTING (EPIC) PROJECT

Donald Hoyt
Cuyahoga Community College

Introduction

Each academic quarter, the Cuyahoga Community College District employs an average of fifty new part-time instructors at its three campus locations and numerous off-campus sites. The task of orienting these new faculty to the college and assisting them with their instructional tasks falls primarily upon the division heads and the assistant deans for Evening/Weekend Programs, with support from the Division of Continuing Education.

Based upon advice received from a representative group of part-time faculty as well as experience gleaned from two pilot projects conducted at the Western Campus, the current Educators Peer Instructional Consulting (EPIC) program was developed as an attempt to extend the efforts of the division heads and assistant deans in aiding part-time faculty by providing the resources (reassigned EQUs [Equated Quarter Units]) to enable full-time faculty to relate directly on a one-to-one basis with new part-time faculty. The basic premise of the program is that a part-time person has as much to bring to this relationship as the full-time person because of the part-timer's direct link to the world of work and other connections in the community. As a result of this relationship, new part-time faculty members will develop a sense of belonging to the college community, will develop effective teaching methods, will use contemporary instructional technologies, and will provide rewarding learning experiences for their students. Also, full-time faculty will benefit from the part-time instructors' perceptions of expectations of students and graduates, whether in the world of work, in the arts, in communications, or in the general expectations of an educated citizenry, and will be stimulated to continually rethink the teaching/learning process.

Method

Each quarter, each division head will ask experienced members of the division faculty to act as a peer consultant with one to three new part-time instructors. Current part-time instructors may be included if the division head feels they would profit from this relationship. The full-time faculty members will have .5 reassigned EQUs for each part-time person with whom he or she works. The full-time faculty member is required to meet with each part-time faculty member at least three times during the quarter at a time and location convenient to both. The content of the meeting should cover such topics as

- an orientation to the college, campus, and division;
- the use of the Part-time Faculty Handbook;
- course syllabus and its clarity to both the faculty member and student;
- course prerequisites, program quarter sequence, and, where applicable, to make sure students are appropriately enrolled;
- the textbook and handouts to be used, including understanding how much material is to be covered;
- expected tests, term papers, quizzes, and other methods of student evaluation;
- grading and academic standards of grading, including due dates, incompletes, withdrawals, and student's understanding of grading practices;
- class management techniques, including questions, disruptions, emergencies, and student complaints;
- use of instructional technologies, including films, audio and videotapes, computers, overheads, and slides;
- current state-of-the-art in the discipline, in relation to community expectations, and on-the-job expectations;
- library resources and how to access them, including interlibrary loans and book requisitions;
- information regarding campus/college resources for students so that appropriate referrals can be made; and
- college and community events of interest to students and faculty in the discipline.

When pairing full-time and part-time faculty members, it is important to attempt to have them in the same discipline or one that is closely allied. This cannot always happen,

of course, since some disciplines do not have a sufficient number of full-time faculty. In some instances, the full-time and part-time faculty might not be on the same campus or at the same teaching site. This is particularly true when the part-time person has exclusively off-campus assignments. Such assignments should be coordinated through the lead division head. Care must be taken to assure that logistical arrangements for meetings are in fact feasible for each party prior to making (or accepting) the assignment.

In regard to faculty evaluation of the part-time participants in the EPIC program, it is strongly recommended that the full-time faculty EPIC participant not be the formal evaluator. Because of the mutual helping relationship that is expected to develop, it is considered wise to keep the formal evaluation process separate. However, because faculty now have the opportunity to negotiate certain aspects of the evaluation process, there may be instances in which it is deemed appropriate for the EPIC full-time person to participate in the evaluation of the part-time person, if the part-time person so agrees.

Expectations

It is expected that each faculty member will enter the relationship in a spirt of colleagiality, professionalism, and open-mindedness toward mutual learning. In addition to the three scheduled meetings, it is expected that each faculty participant will also want to be available for informal consultation (e.g., a quick question by phone). In some cases, the faculty may wish to visit each others' classes to observe teaching styles and techniques, make suggestions, or in other ways be helpful to one another.

Both the full-time and part-time faculty member of each team will keep a short journal of their interactions. The format and content of the journal are described in the next section. These journals will be submitted to the Faculty Development Office at the end of the quarter and will be used as a component of the evaluation of the program, but not of the individual faculty member. A copy of each journal will be provided to the faculty member's division head by the Faculty Development Office.

Each division head who has faculty participating in the program will also submit a report to the Faculty Development Office at the end of each quarter. The format and content

of this report are described in the next section also. Again, this document will be used exclusively for program evaluation and improvement, not for individual faculty evaluation.

Reporting Requirements

As noted previously, both the full-time and part-time faculty are expected to keep a journal of their experiences as EPIC participants for project evaluation purposes. The following should be entered in the journal:

- The names and identifying information for each participant, including office addresses and phone numbers and course(s) taught by the part-time person (including days, times, locations).
- Date of each meeting.
- Topics of discussion.
- "Lessons learned" or problems encountered.
- Any unsolved problems with a recommendation or plan for correction.
- Needs of either participant that could be addressed through seminars, workshops, or other activities by the Faculty Development Program.
- Plans for next meeting.
- Recommendations for EPIC Program improvement.

The division head's report at the end of the quarter should include the following:

- Overall assessment of the usefulness of the meetings for both part-time and full-time faculty (specific examples would be helpful) based upon information supplied by faculty.
- Recommendations for faculty development workshops, seminars, or other activities that would improve teaching and learning.
- Recommendations for improvements of the EPIC Program.

EQU Accounting

At the beginning of each quarter, the division heads will submit to the Faculty Development Office the names of each full-time faculty member and the names of each part-time faculty member to whom they are assigned. However, the division heads will prepare the necessary reassigned time documents and enter the data directly into the on-line PAAR System so that the appropriate number of credits will be assigned to the full-time faculty.

This project receives partial support from the U.S. Department of Education, Fund for the Improvement of Postsecondary Education (FIPSE), Grant No. G008730453.

EDUCATORS PEER INSTRUCTIONAL
CONSULTING PROGRAM
(EPIC)
QUARTERLY JOURNAL

ACADEMIC QUARTER/YEAR _____

Full-time Faculty

Name: _____

Office location: _____
Phone: _____
Meeting #: _____
Date: _____
Location: _____
Location: _____

Part-time Faculty

Name: _____

Location to be reached:
_____
Phone: _____
Course title: _____
Days/times: _____

Topics Covered:

"Lessons Learned" or problems:

Informal consultations encountered:
(days, times, topics):

Unresolved problems:

Plans for next meeting:

Plans to address them:

Recommendations for EPIC
Program Improvements:

Needs for seminars, workshops, or other activities:

NOTE: This is a sample form. Actual forms will be supplied by the Faculty Development Office through the Division Head.

EDUCATORS PEER INSTRUCTIONAL
CONSULTING PROGRAM
(EPIC)
DIVISION HEAD QUARTERLY REPORT

ACADEMIC QUARTER/YEAR _____

Division: _____ Campus: _____

Division Head: _____ Office # _____

Phone #: _____

Number of full-time EPIC participants: _____

Number of part-time participants: _____

In what ways was the EPIC process helpful this quarter:
(Please use specific examples wherever possible)

What faculty development workshops, seminars, or other activities would be helpful to improve teaching and learning?

Recommendations for improving the EPIC program:

NOTE: This is a sample form. The actual form will be supplied to Division Heads by the Faculty Development Office.

G-TEACh—A CONSORTIUM MODEL FOR UTILIZATION OF PART-TIME FACULTY

Maynard J. Iverson
University of Georgia

The Problem

A common problem in the modern institutional workplace is that there is often an increasing amount of work to be done by fewer people in less time. This condition occurs more frequently than we care to admit in vocational-technical teacher education, where pressures for research and publication productivity can seriously affect faculty efforts in teaching and outreach/service activities.

A brief explanation of the scope of Georgia's Agricultural Education program may help the reader to understand the extent of the problem. Georgia is the largest state east of the Mississippi, measuring 58,060 square miles of land area and with a population of about six million people. Vocational Agriculture is offered in two hundred and twenty of the over three hundred secondary schools of the state. Teachers of agriculture are found in nearly every part of Georgia; many of them need graduate work at a time and place when their busy schedules allow participation. At any given time, more than one-third of the three hundred-plus teachers are involved in graduate or inservice work. Replacement teachers are needed for about thirty-five positions each year. A system of junior colleges and four-year senior colleges exists, but the University of Georgia (UGA) is the major supplier of beginning teachers, and the only graduate program in Agricultural Education. However, just two regular faculty are available on the university campus to serve the Vo-Ag constituency. This is where the G-TEACh comes into play.

The Model

One answer to the increasing tasks/decreasing resources dilemma may lie in the use of qualified personnel from outside the organization who are willing to join a consortium that provides services to the institutional program. The Georgia Teacher Educators in Agriculture Consortium (G-TEACh) was organized in 1987 to provide expanded, statewide services to teachers of Vocational Agriculture. A cadre of highly educated and experienced

agricultural educators at various locations across the state were enlisted to join an informal consortium dedicated to helping meet the needs of the program. G-TEACh is based on professionalism, with involvement being voluntary, and often unpaid. Objectives of the consortium are to (1) provide a system for enlisting occasional professional services in teaching graduate classes, conducting inservice clinics, supervising interns/first-year teachers/student teachers; (2) encourage collaborative efforts including cooperative research projects, conference papers, curriculum development, joint publications, and extramural funded projects; and (3) facilitate involvement in planning, recruitment, and leadership activities in teacher education.

Start-Up Procedures

The consortium came about as a result of a series of state-level meetings at which concerned individuals discussed ways to improve the delivery system. We invited all prospective participants to these meetings and held frank discussions of the roles members would play. The unifying factor was interest in the Vocational Agriculture program. Members also responded to enlightened self-interest—they saw the consortium as a way to gain personally and professionally through a variety of activities. Three meetings over the better part of two years were required for the G-TEACh structure to be established. Refinements continue to be made at semiannual meetings which are held in conjunction with major state events.

Personnel Selection

G-TEACh is a voluntary organization; however, we have sought out those individuals who are actively engaged in related parts of the program (teaching, teacher education, supervision, and support functions). Only individuals possessing doctorates in vocational education and experience in agricultural education are invited to participate. Current membership consists of four teacher educators from UGA and Fort Valley State College (an 1890 Land Grant college); two State Department of Education area adult teachers; the Director of the American Association of Vocational Instructional Materials (AAVIM), which is located on the UGA campus; two teachers of Vocational Agriculture; the Director of Agriculture at the state's newest regional university (Georgia Southern

University in Statesboro); and a private consultant who previously served as Dean of Agriculture, Forestry, and Home Economics at Abraham Baldwin Agricultural College, the two-year college which provides the majority of transfer students to Agricultural Education at UGA.

Administrative Roles and Institutional Agreements

The consortium is chaired by the Head of Agricultural Education at UGA. Individuals who participate in G-TEACh are given the authority and responsibility for conducting the activities for which they volunteer. Formal agreements have been made in two circumstances: (1) in contracts with individuals/institutions for teaching off-campus graduate courses, and (2) in cooperative extramural proposals. The individuals concerned have arranged with their respective institutions to build in time for participation either as part of their regular assignments or on a paid, overtime basis. This pragmatic approach has resulted in strong administrative support from the institutions involved.

Budgetary Considerations

Generally, expenses for operating the consortium have been covered by ongoing institutional budgets. Travel expenses for meetings have been paid by the members' institutions as a part of normal operations. Travel, office expenses, and personnel costs have been built into proposals developed by consortium members. Off-campus graduate education courses have been funded from enrollee tuition. The College of Education pays up to $1,800 per five quarter hour course for qualified instructors of off-campus courses. Where the individual is already employed on an instruction budget in the University System, the stipend is paid to the respective institution by a simple transfer of funds. Travel and other course-related expenses are paid directly to the individual instructor. To date, eight members have provided graduate courses in the field as a part of their institutional assignments; one individual has received payment for teaching an evening class on an overtime basis.

Evaluation

The G-TEACh meets on a semiannual basis to report, plan, set priorities, and evaluate accomplishments. Each graduate course that has been taught has been evaluated through a standard form distributed to enrollees. The university faculty members also monitor field courses both in the planning and execution stages. Major accomplishments of G-TEACh thus far have been the development and teaching of two new graduate courses, the coordination of graduate courses provided on a regular basis for teachers in the three major areas of the state, cooperative development of an $800,000 proposal to the National Science Foundation, cooperation in development of a proposal to the Kellogg Foundation, and joint delivery of a professional paper at a regional conference. Another valuable outcome has been the increase in communication among the members of the consortium.

Constraints and Opportunities

In theology, the seven deadly or capital sins (so designated because they cause spiritual death) are pride, covetousness, lust, anger, gluttony, envy, and sloth. Several of these come into play whenever humans consider cooperative activities. We have had to deal with problems of pride, covetousness, anger, and envy in working out arrangements for the consortium; however, reasonable persons can reason together—we have been able to overcome territorial problems and to join together for the mutual good. By drawing on the expertise of those individuals in Georgia who possess education and experience in agricultural teacher education, a "multiplier effect" has already been felt in the provision of field courses. Other areas of the teacher education program such as research and extramural project development have also benefited. G-TEACh members gain by sharing responsibilities, as does the entire Vocational Agriculture program in the state.

Our plans call for continued development of the consortium and the further implementation of its goals. Additional members will be added to better cover the state and to prevent the excessive commitment of any one individual. Other areas of interest to agricultural teacher education will be acted upon as the graduate program and research/grant-seeking roles become established. We see G-TEACh as a major forum for determining, discussing, and solving the key problems affecting teacher education in agriculture for Georgia through the decade of the 1990s.

Applications and Implications for Postsecondary Education

In order to get, you must give. This fundamental principle is inherent in any application of the G-TEACh model to other organizations such as postsecondary vocational-technical educational institutions. There are compromises that must be made in order for the consortium idea to work effectively. The following suggestions are offered as means to "harness the power" of a consortium for the benefit of all:

(1) Have a clear program objective at the outset. This should address a large and widely recognized problem. If professionals are to join in a concerted effort, they must be able to see the need and clearly understand the values of their involvement.

(2) Make the group voluntary and informal. Use as little structure as possible while still getting the job done. Let the individuals involved determine the extent of their contributions. In this way, you will get the most from the group.

(3) Be patient in developing and using the consortium. Progress will be slow as people find their niche and "warm up" to the idea of volunteerism.

(4) After establishing qualifications, actively pursue potential participants. Inform the prospects of their opportunities and also of any potential problems or difficulties.

(5) Use gatherings of other organizations to provide settings for organization and operation of the consortium. Take minutes and distribute them to participants.

(6) Seek funding through existing organizational budgets. Additional funding sources can be found and tapped later. The group can be operated inexpensively, but eventually some support funds will be needed to carry on the functions in a high quality manner.

(7) Evaluate activities of the consortium regularly—on at least an annual basis, if possible. Base continued planning on the results of the evaluation.

(8) Give recognition to participants in consortium activities. Publicize accomplishments in the media, and praise active participants at consortium meetings.

(9) Maintain regular contacts with consortium members. Even in times of relative inactivity, contact should be made in order to maintain interest and involvement.

(10) Settle all financial arrangements promptly and fully. Distribute compensation/ perquisites equitably, based on prior agreements.

A Consortium for Services at _____

Primary program objective to be served:

Specific goals of the consortium:

1.

2.

3.

4.

Prospective participants:

Name	*Organization*	*Specialty*

Administrative arrangements:

For further information, contact Dr. M. J. Iverson, 629 Aderhold Hall, University of Georgia, Athens, GA 30602 Telephone (404) 542-1204 FAX (404) 542-2321

A HUMAN RESOURCES DEVELOPMENT APPROACH TO PART-TIME FACULTY

Diana K. Kelly
Fullerton College

The increasing use of part-time faculty has become a matter of concern in the community college. College administrators are concerned that part-time faculty may not be well-qualified. Part-time faculty, on the other hand, are also concerned. Although their qualifications may be identical, they are usually paid less than full-time faculty, they generally receive no benefits, and they have no guarantee of employment from one semester to the next. Presumably the lower rate of pay is justified because they are usually not expected to be involved in institutional service or hold office hours. As a result, most part-time faculty do what they are expected to do: they come in, they teach their classes, and they leave. Interestingly, because they are rarely on campus, department chairs often assume that part-timers are not interested in being involved. These are difficult issues to resolve, and for this reason many community colleges may have chosen to ignore them. However, by taking an attitude of human resources development, community colleges may be able to provide solutions to these concerns which will satisfy both the college and the part-time faculty.

The human resources development approach recognizes the value of the individual as a potential contributing member to the organization. If part-time faculty were viewed as a valuable resource to the college, they would probably be treated very differently. The college might feel a more pressing desire to resolve the frustrations and provide faculty development in order to cultivate a pool of well-qualified part-time faculty who would be an asset to the institution. In other words, the college could benefit by taking advantage of the talents of part-time faculty, and the part-time faculty could benefit by having a more positive and supportive working environment.

This paper attempts to answer three questions. First, how well-qualified are the part-time faculty? Second, what are the frustrations of the part-time faculty, and how can institutions resolve these frustrations? And, finally, are part-time faculty interested in greater involvement and in faculty development? How can colleges increase the involvement of part-time faculty in the college and in faculty development? Through a

better understanding, college administrators may be able to manage part-time faculty in a more positive way, that is, by reducing their frustrations and increasing their involvement to benefit both the college and the part-time faculty.

Frustrations of Part-Time Faculty

Part-time faculty members may be initially excited about teaching a college class; however, they can quickly become disillusioned. They are not a part of the mainstream of the college, they are paid less than full-time faculty, and they may even be perceived by some full-time faculty as inferior (Biles & Tuckman, 1986; Flynn, Flynn, Grimm, & Lockhart, 1986). Some want a full-time position, but have instead settled for several part-time positions in different community colleges to make up a full teaching load, thus becoming "freeway fliers." Others who work full-time in business are content experts who teach because they enjoy sharing their knowledge and skills, but they have no interest in ultimately teaching full-time. Their biggest frustration is often the result of having no previous teaching experience. If they are not assisted by an experienced faculty member when they are new, they may become frustrated simply because they feel inadequate as teachers. Another frustration is the feeling of isolation which is caused by rarely coming into contact with other faculty members. Often this is the result of teaching evening classes, but in some cases it is simply a matter of not being invited to participate in the department. Some are frustrated because they feel locked out of the departmental decision-making process. The 1986 American Association of University Professors (AAUP) report on non-tenure track appointments notes that part-time faculty ". . . find themselves frequently at the margins of departmental and institutional life. In many cases they are neither required nor expected, and often not permitted, to advise students, to play a role in faculty personnel and budget matters, or to participate in the development of curricula and the formulation and implementation of academic policy" (Heller, 1986, p. 26). Finally, part-time faculty are often frustrated at the lack of services which are available to them, particularly in the evening: office space, clerical assistance, copying machines, and other facilities which are needed as aids to teaching. To sum up, there are a number of factors that can cause frustration for part-time faculty members in addition to a lower rate of pay, no benefits, and no guarantee of employment from one semester to the next.

Quality of Part-Time Faculty

College enrollments have recently been shifting to include a greater number of adult students who attend college in the evening, and who typically encounter part-time faculty. Colleges should ensure that high quality part-time faculty are provided for this increasingly important segment of the student population. Tucker (1984) observes, "If part-time instructors are either unhappy with their conditions of employment or inadequately skilled to do a satisfactory job of teaching, the resulting student dissatisfaction could affect enrollments" (p. 366). Bowen and Schuster (1986) note that although many part-time faculty are "highly capable and add to the quality and diversity of available talent" (p. 63), many are of "mediocre talent and training." They suspect that "the average ability level among them is lower than that for full-timers, though there is no hard evidence on this matter" (p. 63). In 1987, the California Community Colleges Office of the Chancellor published a study of part-time instruction. Generally, full-time faculty were found to have higher academic credentials than part-time faculty, although part-timers held more professional degrees. The study also notes that part-time faculty in vocational fields bring specific expertise to the classroom which full-time faculty are less likely to have.

Integration and Involvement of Part-Time Faculty

Because part-time faculty members are not required to hold office hours, and because they usually have many other commitments, they are rarely on campus: they come only to teach their classes. The Houston Community College System (HCCS) was concerned about the lack of involvement of its part-time faculty, which constituted seventy-five percent of the total faculty. A survey of HCCS part-time faculty revealed that they were interested in further contact and development (Brams, 1983). Vaughan (1986) recommends that colleges encourage the "dependents," those hoping for a full-time teaching position, to become more involved in the department curricula meetings and in campus committees. These forms of involvement integrate the part-time faculty member more fully into the college and may provide fresh input for the department and for the college. Vaughan warns that the only danger is that an increased level of involvement may result in unrealistic expectations, and, ultimately, a higher level of frustration for those who are hoping for full-time positions. Greater involvement of part-time faculty members was also accomplished through increased communication at Hagerstown Junior College in

Maryland. A weekly bulletin, workshops, campus tours, and interview sessions opened the lines of communication between part-time faculty, full-time faculty, and administrators, giving part-timers more opportunities to conveniently ask questions or solve problems (Palmer, 1986).

Development of Part-Time Faculty

First, part-time faculty require a thorough orientation to the philosophies, policies, practices, and procedures of the college (Biles & Tuckman, 1986). Topics for a thorough part-time faculty orientation include basic procedures such as roll-keeping, dropping and adding students, administrative contacts at the college, and teaching tips. The HCCS produced an orientation videotape and an "HCCS Survival Six-Pack" which included printed materials on general orientation; essential policies and procedures; teaching adult learners; college communication; student services; and professional responsibilities, evaluation, and growth (Brams, 1983).

Second, many part-time faculty come to the college with limited teaching skills. Colleges often assume that anyone with a master's degree or doctorate can teach, but this is often not the case. In addition, content experts who come from business usually have no prior teaching experience. For these reasons, a program for the development of part-time faculty should include the basics of teaching: syllabus writing, lecturing, leading discussions, designing individualized learning experiences, designing and evaluating tests, and teaching adult learners (Mangan, 1987). Hinds Junior College in Mississippi developed four one-day modules, one each semester, which focused on teaching techniques and curriculum development. Spreading workshops over a longer period of time gave faculty members a better opportunity to absorb the material and a chance to use what they had learned before the next workshop the following semester (Palmer, 1986; Rabalais & Perritt, 1983). In the mentor program used by Vista College in California, the most experienced part-time faculty members assisted new part-time faculty by conducting workshops on all aspects of teaching and learning and by providing individualized assistance (Palmer, 1986). It is important to recognize that part-timers are eager to learn, but have limited time. Therefore, faculty development activities must be short, convenient, and relevant (Brams, 1983).

How can colleges take a proactive human resources development approach to part-time faculty? First, some of the frustrations of part-time faculty should be eliminated. If possible, pay and benefits should be comparable to those received by full-time faculty for equal qualifications and equal work. This might mean increasing the workload to include office hours and institutional service for those who want more involvement. When full-time tenure-track positions are not available, efforts should be made to offer part-time faculty limited non-tenure appointments which allow them to teach a full load of classes at one college. This would prevent the "freeway flier" syndrome and add continuity to the program. The lack of office space may be easily solved by assigning each part-time faculty member to share an office with a full-time faculty member. Departments should take responsibility for informing part-time faculty of the processes for typing and duplication of class materials. Second, research in the field indicates that the majority of part-time faculty are interested in becoming more involved in the college, so efforts should be made to increase their involvement. All part-time faculty should be invited routinely to department meetings, and several meetings should be scheduled at times which are convenient for part-time faculty. Campus-wide involvement of part-time faculty should also be encouraged through part-time meetings, newsletters, and workshops. In addition, because part-time faculty are particularly interested in faculty development activities which will enhance their teaching skills, an organized program of faculty development should be coordinated to meet the special needs of part-timers.

If colleges stop considering part-time faculty as "faculty of convenience" and start thinking of them as valuable human resources who enhance the quality of the college, it will make sense to implement these changes. The result will be a more positive working environment for part-time faculty and an atmosphere which encourages part-time faculty to make valuable contributions which enhance the quality of the institution.

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IMPLEMENTING A TEAM TEACHING APPROACH FOR PART-TIME FACULTY DEVELOPMENT

A Model for Community College Instructional Development Among Full Time and Part-Time Faculty

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Good teaching is at the heart of the undergraduate experience. The undergraduate college, at its best, is an institution committed to knowledge, backed by wisdom—a place where students through creative teaching, are encouraged to become intellectually engaged. With this vision, the great teacher is challenged not only to transmit information but also to enrich and inspire students, who will go on learning long after college days are over. (Boyer, 1987, p. 159)

Introduction

Attention to the human teaching resources in community colleges is mentioned frequently today by influential leaders and advocates of teaching. This attention is gratifying for administrators who value faculty as the true heralds of learning at the most vital level of our campus. The Commission on the Future of Community Colleges (1988) in its report, *Building Communities—A Vision For a New Century* makes reference to teaching as "the heartbeat of the educational enterprise." The report goes on to say that "teaching is the means by which vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built" (p. 8). But good teaching is not something that just happens automatically. The stimulation for good teaching, and consequently for effective learning, comes from the faculty. The institution needs to maintain quality teaching and support faculty in the goal of delivering quality instruction. Faculty renewal is receiving much attention, and it will become more widely appreciated in the future.

The much-publicized Miami-Dade Endowed Teaching Chair Program gives new attention to the value of faculty renewal in community colleges. A common practice in universities, the Endowed Teaching Chair Program provides a permanent reward for outstanding teaching. This innovation can be a model for other community colleges to

observe and phase into existing programs for faculty renewal; although many of the details have yet to be finalized in the Miami-Dade project.

It is gratifying indeed to see this heightened awareness directed at teaching in teaching institutions. Implicitly included in the Miami-Dade faculty renewal initiatives may be those faculty who teach part-time; however, this has not been made explicit. The part-time faculty in community colleges are responsible for a portion of all instruction that occurs, and they deserve a special amount of attention made available to them in a convenient way. A total package of faculty renewal must include the part-time faculty member if community colleges are to maintain quality in the teaching and learning process.

In this paper, the role of the part-time faculty member will be examined along with the typical ways colleges provide opportunities for enrichment and renewal to all faculty. A special recommendation calls for more conscious activity on the campus to maintain quality through the part-time faculty member. The specific recommendation uses a team-teaching concept to reward full-time faculty members while, at the same time, gives part-time faculty members a one-on-one professional development experience. This experience will allow part-time faculty to feel part of the collegial environment, understand the nature and unique mission of the community college, and perfect delivery techniques.

The Use of Part-Time Faculty By Community Colleges

Part-time faculty in an educational setting is a common and accepted practice. Their use has grown steadily at all levels in higher education in recent years. The National Institute of Education Report, "Involvement in Learning," published in October 1984, stated that in 1980, forty-one percent of all college faculty were part-timers. Specifically in community colleges, according to the American Association of Community and Junior Colleges (AACJC) Futures Commission, part-time teachers account for sixty percent of the faculty. It is estimated that about twenty-five percent of all community college credits are earned through classes taught by part-time teachers. The Commission recognizes that part-time faculty are a necessary source and that these individuals can certainly enrich the college through the diversity and breadth of experience they bring to the campus (Boyer et al., 1988). In 1982, the Maryland State Board for Higher Education found that between 1975 and 1981, full-time instructional staff increased 1.5%, while at the same time, part-time

faculty increased seventy-four percent (Gappa, 1984). Small increases in the employment of part-time faculty will most likely continue as community colleges meet local demand for courses and programs of immediate interest.

As the community college responds to the diverse needs of the community, it must often add programs to the schedule at non-traditional hours, thus legitimizing the need for the employment of part-time instructors. According to the AACJC Futures Commission, "Faculty are critically important in the building of a community of learning. They provide community to the institution" (Boyer et al., 1988, p. 11).

Two prominent arguments support the use of part-time faculty. The first is that it increases staffing flexibility, allowing institutions to adjust quickly to shifts in enrollment patterns. In rapidly developing program areas where full-time faculty have not been able to maintain currency, part-time faculty provide necessary expertise. The second reason for the employment of part-time faculty is economic. Since they are normally paid less than full-time faculty, institutions can provide instruction at a lower cost (Gappa, 1984).

In classroom teaching, faculty must be knowledgeable about certain instructional techniques that are necessary to facilitate learning. The majority of the part-time or adjunct employees of the college have very limited skills dealing with classroom instructional techniques. Most part-time faculty are employed for their professional competence, not for their pedagogical training (Gappa, 1984). It is unrealistic to expect every member of the part-time teaching staff to possess necessary classroom skills. However, little attention is given by administrators to improving the pedagogical abilities of part-time faculty. Usually, when they are hired, part-time faculty are given a textbook and a copy of a previously used syllabus and told to teach. The results of such a practice can be catastrophic to the learning process and even personally devastating for the instructor. If the institution expects to employ part-time teaching faculty, it should provide development in the techniques necessary to accomplish learning in the classroom.

In community colleges, part-time faculty are most numerous in such programs as business, management, public affairs, home economics, computer and information science, and law. Part-time faculty are used in technical programs or in programs where few individuals are qualified for full-time faculty positions such as health technology or data

processing (Eliason, 1980). The use of part-time faculty correlates substantially with enrollment of part-time students.

Characteristics of the Part-Time Faculty Member

Defining the part-time faculty member is difficult. Even the U.S. Department of Labor's definition of "part-time" does not apply in an instructional setting as it only includes fewer than thirty-five hours of work in a given week in its definition. For our purposes, it will be assumed that "part-time faculty" is anyone who (1) teaches less than the average full-time teaching load, (2) has less than a full-time faculty assignment and range of duties, or (3) may have a temporary full-time assignment (Gappa, 1984). This definition excludes full-time faculty or staff who teach an overload and graduate assistants who are teaching part-time in the department where they are also pursuing a graduate degree.

Part-time faculty are teaching for personal satisfaction: to achieve personal enjoyment, fulfillment, and accomplishment; to make a contribution to human development; or to escape from a routine, less satisfying environment. Some are teaching for the prestige or status attached to college-level instruction (Gappa, 1984). Part-time faculty members are usually employed for one semester at a time. If they are issued a contract, it does not call for automatic renewal.

Part-time faculty provide the institution with diversity, and they bring experience to the curriculum. They have a strong desire to teach and they enjoy the work. For the most part, these folks don't teach for the money; in many cases, their primary source of income is not obtained from teaching. Of all the positive things one can say about part-time faculty, it's important to recognize the linkage they represent in expanding the individual college's participation in the community. The relationship between community and community college is taken to a new dimension when community resources get involved on a first-hand basis. Employment of part-time faculty is a true affirmation of the nexus function in the community's learning system. This nexus or bond is considered a requisite for a community college to be capable of carrying out its mission in the community learning system (Gleazer, 1980).

Current Trends in Instructional Development

Staff development can be defined as a purposeful learning experience undertaken in response to identified needs. Its general purpose is to improve organizational and individual performance in order to achieve institutional goals. Staff development helps employees develop their potential and improve their ability to meet job responsibilities (Rostek & Kladivko, 1988). The terms—staff, faculty, professional, and instructional development—intermingled throughout the text of this paper are all intended to be consistent with the definition provided. More specifically, instructional development, as it involves the faculty, consists of those particular elements related to classroom goals and student learning. Perhaps additional clarity may contribute to better understanding of the system of attention proposed to meet the part-time faculty needs. Faculty (both full- and part-time) development is defined as enhancing the talents, expanding the interests, improving the competence, and otherwise facilitating the professional and personal growth of faculty members, particularly in their role as instructors (Gaff, 1975).

One goal of staff development as it applies to the part-time teacher is to improve competence that affects the students' chance for success. Far too little attention has been paid to what happens in the classroom where the learning takes place. Since the 1960s, there has been considerable research about teaching and learning, and a great store of knowledge exists among community college teaching faculty. Yet this knowledge is not part of the basic vocabulary of our teaching faculty. Integration of this knowledge into their work has not been encouraged by the colleges. Little is done to help faculty learn how to get feedback about their work and to use that feedback in an ongoing process of improving teaching and learning. Efforts to support faculty development and systematically improve teaching and learning in the colleges should be a top goal (McCabe, 1988, pp. 110-111).

Generally, because of their characteristics and the frequent constraints regarding participation in staff development activities, part-time faculty have been excluded from participation (Hoerner, 1987). Colleges have tried to fit plans around the schedules of part-time faculty only to be disappointed with low numbers of participants. Some colleges offer stipends to part-time faculty to attend such sessions; others make it part of their contracts. However, if it is not done with all good intentions and if the part-time faculty feel forced to participate, little meaning will be derived. As a compromise, forms of non-personal

material are developed to get the message out to part-time faculty about certain substantive instructional development issues.

Pedras (1985) provided data for the conceptualization and construction of a staff development model for community college part-time faculty. The data indicated that part-time faculty training needs could be identified and prioritized in categories: (1) mission, (2) instructional development and delivery, (3) legal aspects of education, and (4) classroom management. The study concluded that part-time faculty development should be established as an integral component of the total college organization with an administrator directing the program. The research by Pedras suggests that if the staff development program is to be successful, part-time faculty must be included in every step of the program with active participation in the development and delivery.

Only about one-third of the community colleges provide some form of orientation for part-time faculty (Gappa, 1984). The format typically is heavily concentrated with "housekeeping" content; matters such as syllabi construction, clerical support, parking stickers, and mailboxes occupy most of the time. Issues such as proper questioning techniques, instructional planning, proper use of media, and construction of criterion-referenced examinations, may be provided, at best, through the use of an instructional manual. The latter elements, so vital to the student learning process, are obscure to the part-time faculty member. A reverse should take place; speak to the pedagogical issues and keep routine announcements hidden in a faculty manual. This way, attention is given to the importance of the function for which faculty are employed.

To begin the process of instructional development, a survey instrument should be created to examine the needs of the current part-time teaching population. These needs should be prioritized and follow-up communication provided. The solicitation of information should be timed so that the response can be used in a planned "orientation" session conducted prior to the start of an academic term. Sessions can be videotaped and sent to faculty unable to attend.

A face-to-face meeting is more productive than a non-personal form of communication, especially among a new group of part-time faculty. Normally when faculty orientation meetings are held on campus, the full-time and part-time faculty groups assemble to meet each other and share ideas. In larger colleges, the size of the faculty may

make a college-wide event impossible to manage. Departmental orientation sessions can accomplish the same objectives. In many cases, the structured orientation becomes more of a social gathering rather than a productive evening of professional collaboration. While social interactions are important in creating the colleagial atmosphere, the time can be spent better through a structure designed to provide techniques and suggestions from which the faculty, both full-time and part-time, may be able to concentrate on certain instructional aspects.

Many constraints cause difficulty during the time established for such a meeting. Because these meetings normally occur after a hectic working day, instructional content important to the pedagogical planning process is often not well received. Holding such meetings on weekends usually result in other constraints and schedule conflicts. To make an orientation mandatory is efficient, but not necessarily the best option without attempting to try alternate forms of disseminating information. Orientation meetings, in general, may be viewed by participants as a waste of time, not due to the purpose or intent, but due to the condensed timeframe, conflicts, and the hectic schedules of the participants.

Full-Time/Part-Time Partnership Model

Given all the organizational problems related to staff development and the importance of the teaching situation in which part-time faculty are employed by community colleges, staff development is essential. Organizing a meaningful staff development program presents a definite challenge to community colleges. The easy way out of it would be to deny the need and continue operations the way too many colleges operate. However, the issue of quality must be central to the goal of staff development. Accomplishing staff development programs for part-time faculty must be as dynamic as the instructional process. Part-time faculty cannot realize their potential when functioning in isolation; they must be part of a comprehensive delivery system. Integration of the part-timers with their full-time counterparts will help realize this end (Parsons, 1985).

Ideally, full-time faculty have the opportunity to talk with their departmental colleagues; they plan together, devise new programs, and share concerns in a spirit of colleagiality that develops from shared goals and a willingness to work together. It would also be ideal if administrators were in close contact with their faculty. Instead, quick

greetings are usually exchanged in the hallways instead of meaningful exchanges, while thoughtful exploration of concerns and deliberations rarely occur. Often, administrators see and spend more time with part-time faculty members; the time is usually in response to an immediate need rather than for meaningful dialogue. As a result of a breakdown of communications, administrators often see faculty as complainers rather than concerned educators (Seidman, 1985). A change in the fundamental values within the institution must focus on the importance of teaching and exalt it with a renewed conviction of resources to bring about this change. In short, teaching must be treated as an intellectual activity; faculty need to see that the administration will take time to work with them to perfect the teaching mission of the institution.

An awareness and commitment to bridge the inconsistent tendencies and the lack of support that the faculty experience should be an administrative priority. A special effort should revitalize, give professional support and long-term job satisfaction, for all faculty. I am recommending a new, revolutionary approach to the traditional form of staff development that combines full-time and part-time faculty in the same instructional setting, thus representing and implementing a team teaching approach to accomplish within a typical classroom, in effect, what would have been included in comprehensive instructional development programs.

The idea of team teaching can be used as a positive technique to accomplish certain goals normally established in formal systems of instructional development. This particular model pairs full-time teaching faculty with new or first-time part-timers in one classroom to share teaching responsibilities. This pairing allows for instructional development to take place.

In this model, full-time faculty serve as leaders in establishing the course schedule. They begin the first session and allow participation from the part-time member at any interval. The part-time faculty member would be given certain topics to present to the class throughout the course while the full-time person is available and free to add to the instructional presentation at any time. The key to this partnership model is that both faculty remain in the classroom throughout the whole semester so that a true "team teaching" concept is practiced. This one-on-one instructional development project is an extension of the "student teacher" concept which teacher education programs provide to prospective teachers. The main difference is the team teaching approach used in the instruction, and the

non-judgmental approach by the full-time team member. Collegial relations play a major role in shaping faculty members' sense of their work and how they carry it out (Seidman, 1985, p. 41).

An important element in the entire system is institutional commitment. If started small, the idea could blossom and over time involve part-timers who could take the lead role in the course and be "teamed" with other part-timers. The willingness of the institution to take this approach requires an investment. This investment would clearly indicate the support by the institution of its instructional mission. For the full-time faculty member, release time should be provided in credit hours equal to the credit load content of the course selected in the partnership. The part-time team member should be paid exactly what he or she would be paid if the course were taught as part of a regular assignment, regardless if the course is team taught. The future benefits to the institution should easily offset the initial investment required.

To encourage full-time participation in this project, I recommend that faculty members be selected on the basis of their outstanding teaching accomplishments. To the full-time team member, being selected as a participant in such a project conveys to them their true value as a member of the instructional staff. Essentially, it says the individual's ideas and instructional techniques are worth modeling, and, in recognition of excellence, they are being selected for participation in the new project by the administration. The investment by the institution should help create a positive approach and hopefully inspire a true partnership to develop among the faculty.

At the outset, I would recommend an institution consider approximately five percent of the full-time faculty for participation in the reward system. It appears that for every faculty member taken away from full-time instruction that the equivalent number of part-timers must be hired. That is true at the outset, but after the first semester of operation, those who have gone through the partnership model can be involved in full-time teaching and an additional five percent can be identified to continue the project. In the final analysis, it is true that the number of part-time faculty would increase by the same number of first-time, full-time participants, assuming enrollments remain constant. But in this system, the college is accomplishing a reward and a staff development program all in one activity.

The benefits given to the part-time participant in this teaching relationship seem to be well-grounded. The partnership allows the part-timer to ease into the classroom, with the expertise and resources of an experienced individual available at their convenience. A first-hand observation of classroom management techniques would be available through this project. Diversity of instructional methods could be explored. Jointly shared tasks, including lecture, test construction, and grading of assignments, allow the entry into a new situation to be less stressful for the first-time, part-timer. Often, part-time faculty feel as though they are sitting at the bottom of the totem pole. Instead, they should be placed at the top—since teaching is central to the mission of community colleges, attention to them is important in making them feel important as well.

There are drawbacks to this approach, however. Part-time faculty are usually issued contracts on a temporary basis such as semester-by-semester. Although there is no true assurance for their continued employment, part-time faculty appointments are predicated on student enrollment, usually in specialized fields of study. This situation makes the investment very costly for the institution. The simple fact that part-time faculty may not be able to teach for successive semesters for personal reasons is also a scenario which must be considered. The one-on-one or personalized system of instructional development on which this model is based is inefficient. Obviously, this model is costly. Through the reward offered to full-time faculty, the indirect cost would be the release time they get from their annual teaching schedule. For example, if the individual teaches thirty credits in an academic year, the cost would be ten percent of his or her annual salary, if one assumes that the team-taught course is three credits. In addition, only a limited number of part-time faculty members would be able to participate in this model per semester. Eventually, the number of part-time faculty who completed the project would begin to accumulate and could be used to team teach with other part-time faculty new to the college. One could argue that this model perpetuates inefficiency since full-time faculty are taken away from classes that still have to be staffed. The replacement staffing may come from the part-time ranks, rather than through overloads assigned to other full-time faculty. Because many part-timers are hired to teach in a specialized, technological discipline, the pairing of full-time faculty with the part-timers in a similar or common profession may not be possible. Where there is a permanent need for part-time instructional employment, and where the instructional assignments have common elements among the teaching discipline of the full-time faculty member and the part-time faculty member, the institution and students could benefit by adopting this instructional development model.

> The central qualities that make for successful teaching can be simply stated: command of the material to be taught, a contagious enthusiasm for the play of ideas, optimism about human potential, the involvement of one's students, and—not least—sensitivity, integrity, and warmth as a human being. When this combination is present in the classroom, the impact of a teacher can be powerful and enduring. (Boyer, 1987, p. 154)

The full-time/part-time model provides for this level of growth and development among the faculty and applies it to a system where the students become the beneficiaries of the resources invested in teaching.

Conclusion

Innovative ways of structuring staff development among certain groups is important to the meaning they derive from such activities. Part-time faculty have not received a great deal of support or attention in the past from administrators who count on their services and expect excellence. What is needed is a systematic involvement of the faculty that includes the part-time teacher working toward the achievement of improved instructional performance and a feeling of "belongingness" to the institution.

Integrating the talents from the full-time and part-time ranks has several benefits for the institution. Enriching student learning becomes possible when more than one person presents information to the class. Students will probably like this alternative compared to the way they are traditionally taught.

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OCCUPATIONAL TRAINING FOR THE REAL WORLD: BRIDGING THE CLASSROOM-TO-CORPORATION RELEVANCE GAP

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Introduction

Community college business and computer education programs give students the chance to develop skills needed for gainful and even lucrative employment. These programs provide an opportunity for business and occupational instructors and administrators to instill "business ethics" and "professionalism" to students who may not have had first-hand business experience. As instructors put people to work in the business world, they may not necessarily be preparing students to function successfully in that world. The purpose of this presentation is to introduce a broader definition of workplace competency and to urge all of us to see it as part of our mission to prepare students to function as good citizens in the workplace, having given them the opportunity (often for the first time) to do so.

Since failure to get along with co-workers is the most common reason for employee dismissal (Himstreet & Baty, 1987), interpersonal and communication skills must be included within our definition of "worker competency." In addition to skills needed by computer and/or business professionals, a training program with "real-world relevance" also may include elements of business ethics, professional conduct, professional appearance, self-esteem clarification, and community and job-market long-term and short-term survival skills. Computer and/or business skills should be emphasized, but cognitive skill building, important for problem-solving, should also be part of the training program. Students need to spend a lot of undirected time in the lab engaged in problem-solving activities, interacting with other students. In this way, students develop cognitive skills and deal with real-world situations they may encounter when they are working. Group activities further develop their interpersonal skills that are important in any job.

Competency Training As Applied To Community College Occupational Training Programs

A Definition of Competency

Education accounts for the largest public expenditure of funds in the United States—as high as $375 billion in 1988. A study done by the American Society for Training and Development (ASTD) estimated that corporations spent $50 billion on formal employee training last year. The ASTD study emphasized that these figures will continue to rise dramatically and recommended that corporations allocate two percent of the corporate payroll on training in the short run and four percent in the long run. Yet, we sometimes fail to measure the effectiveness or efforts or, worse still, underestimate the importance of doing so. In *Educating America* (1989), Bowsher creates this metaphor:

> Imagine you're in charge of a large organization that manufactures computers. Suppose nearly 30% of the computers never make it off the production line; another 20 percent are labeled failures—not usable—and will have to be warehoused, at substantial cost, for 40 years; the second quartile are acceptable, but not great. You are proud only of the two quartile from the production run. . . . Your immediate reaction would undoubtedly be to take a look at the process of manufacturing. (p. 7)

Bowsher goes on to say that the same attitude is never applied to training programs in that same manufacturing plant. Thirty percent of the workers may never get the training they need. Another twenty percent attend training sessions, but don't really learn anything. A quarter of the workers may learn something, but not a lot. Only the top twenty-five percent of the people trained really benefitted from the training. This figure is considered acceptable, partly because the effectiveness and the relevancy of the training process is rarely evaluated. Many occupational instructors in community college training programs do not regularly conduct such evaluations in terms of the competencies of the participants.

Worker competency is defined as "the ability to meet or exceed stated standards of adequacy for a particular job or activity." Competency standards may be grouped into two major categories: (1) skills and/or experience and (2) ability to function in the workplace. One cannot be overlooked in favor of the other.

Competency in Computer and/or Business Skills

Community college teaching involves more t[illegible] telling students which keys to press to operate a computer. It is not enough to simply identify skills needed in order to end up with a skilled worker. Kolb's experiential learning model as applied to competency-based training programs would include the following four phases:

(1) Begin with a concrete experience in which students identify and articulate the particular competencies they will need to develop during the training program.

(2) Allow students to reflect on and apply what they have learned in order to better understand the competency.

(3) Allow students to examine possible alternative solutions by integrating newly-learned competencies into their own conceptual frameworks and by testing their competencies against a real life problem.

(4) Restart the cycle by allowing students to develop their own implementation plans. This way, they must predict how the different competencies are used in the performance of a job. (Sims, Veres, & Heninger, 1989)

Competency in Getting Along with Others in the Workplace

To prepare students to experience success at work, it is important not to overlook one obvious area of deficiency of trained workers: the ability to get along with co-workers and superiors. One theory which responds to this problem is called "resilience training," training employees to become resilient in the face of failure (Melnick, 1989). Research has shown that "learned helplessness" results when either the failure rate or the success rate is too high in training programs (seventy-five percent or higher). An individual's sense of connection between his or her actions and the outcome of those actions breaks down and the result is learned helplessness, marked by increased passivity, poorly-reasoned behavior, and lack of ability to self-motivate, compete, and succeed at the workplace.

Melnick proposes the following three approaches to train students to cope with both success and failure on the job:

(1) Fifty % success training. Training exercises are continually adjusted so that the probabilities of success and failure are equally balanced. Individualization of training tasks at various levels of difficulty are needed to make this technique work.

(2) Efficacy of effort training. Skill, thought, planning, and effort are more important than previous technical experience or luck. Students are able to link their efforts with their success or failure rather than completing the same task regardless of background. Effort, not outcome, is measured; further activities can be adjusted accordingly.

(3) Guided instruction/forced success training. Guided instruction is used with individuals who have already developed patterns of learned helplessness. To re-establish goal-directed behavior, exercises are designed with a reward level of 100%. When trainees begin to follow through on their own, a more real-world 50% success training model may be implemented.

Melnick strongly emphasizes that when failure becomes personal, the usefulness of this type of training ceases and defensive reactions set in. Therefore, it is extremely important to address the specific activities involved in the training and to avoid making negative generalizations about the trainee (p. 76).

The Competency-Based Occupational Training Program Model

The training curriculum is organized around the job all of the students will do: to provide business and/or computer support services to others in the workforce. Completers of the training program will be solving problems for people using computer applications. The computer is like a pencil—it is simply a tool by which to solve problems. A pencil doesn't make a great writer; having a computer on a desk is no guarantee of financial analyses and beautiful graphics. Specific program objectives must be established to ensure that individuals reach predetermined competency levels at the conclusion of the training. Since students are being trained to enter the corporate world, they must be prepared for the environment they will be entering. Course objectives should thus be consistent with the strategic goals of industry. Criteria must be presented for assigning "real-world" significance to complement the skill-building that is at the heart of occupational training. Otherwise, the "patient" may die even though the "operation" was a success.

Establishing a Purpose for Occupational Training

The purpose of occupational training is twofold: (1) to meet the needs of the business community for entry-level people proficient in application software and hardware and (2) to meet the needs of students who desire stimulating careers in the business world.

Emphasis must be placed on the student achieving a well-rounded background not only in the areas of computer software and hardware, but also in becoming a business professional.

Establishing Goals and Competencies

Specific, measurable, and reasonably obtainable goals must be articulated prior to training. Some sample goals and corresponding competencies which manifest these goals are the following:

GOAL #1:

Program completers will possess the computer skills which will enable them to be knowledgeable and productive employees in a corporate computer support function.

Competency 1-1: Graduates will have demonstrated the ability to use the features of a computer's operating system for file and device management.

GOAL #2:

Program completers will possess the business skills which will allow them to be knowledgeable and productive employees in a business setting.

Competency 2-1: Graduates will have demonstrated an understanding of the principles of accounting sufficiently to handle budgetary, cash flow, and financial projection tasks.

Competency 2-2: Graduates will have demonstrated an understanding of the principles of computerized accounting so that financial tracking can be computerized.

Competency 2-3: Graduates will have demonstrated a proficiency in business communications and have an understanding of common business communications formats such as resumes, reports and proposals. Graduates will also have sufficient command of English grammar and spelling so that they may produce error-free correspondence and documents.

Competency 2-4: Graduates will have demonstrated the skills needed in finding and maintaining a job including interviewing and consistently producing quality work on the job.

GOAL #3:

Program completers will have a level of awareness regarding their abilities that will allow them to remain mindful of their own potential contributions to an employer.

Competency 3-1:	Graduates will have demonstrated an awareness of self which enables them to successfully interact with others and adapt to the demands of life.
Competency 3-2:	Graduates will have completed a self-assessment of their physical and mental health and will have identified their values as expressed in their behavioral patterns, decisions, and goals.
Competency 3-3:	Graduates will have assumed personal responsibility for their own learning and for recognizing and developing their own capabilities.
Competency 3-4:	Graduates will have demonstrated the ability to understand the value of honest, ethical, and dependable behavior.
Competency 3-5:	Graduates will recognize that there are limitations in solving personal problems and that there are resources for help.

Linking Training To The Strategic Goals Of Business

Matching Skills to Jobs: The Essential Link to Business

The quality of a training program must be assessed against the costs and benefit of the program. The lessons learned in training must apply to the skills needed on the job. Close attention must be paid to assessment of the efficacy of the training program. Specifically, total integration between training and the needs of business can be achieved in the following ways:

- Key jobs are identified within the business organization.
- Courses are developed to meet specific business needs.
- Managers and workers are provided with easy-to-understand guidelines for employee training for a particular job.
- Measurements of how well students learn, retain, and apply the lessons are incorporated into the courses.
- A curriculum of courses exists for each job.

In training, it is commonly considered normal that three-fourths of the graduating students could be labelled mediocre, from moderately prepared to utterly unprepared. The cost of educating this group of people has been enormous and not offset by appropriate educational returns. Lessons delivered by training programs must be applied to the job—often they are not.

The final link with business is achieved in three ways: (1) develop a close association between job description and training, (2) maximize the support potential of an Advisory Committee to the training program, and (3) integrate internships ("work experience") into the program.

Integration of Job Descriptions and Training Requirements

The overall objective is to provide structured education resulting in the right trainee receiving the right training and getting the right job. In the computer industry, workers become obsolete every few years. Courses must be tied directly to specific job requirements so that accountability can be measured and maintained. Job training is an ongoing investment in human potential.

The Role of the Advisory Committee

A long-standing, mutually beneficial relationship with people in the community willing to function as Advisory Committee members is extremely valuable to "competency-based" computer and/or business training programs; it creates a network in which success breeds success. New programs can reap the benefit of programs that have proven track records of placement and worker reliability.

When a program is designed specifically to place trained workers, Advisory Committee Members are especially helpful. The input of the committee members is critical in determining the program's educational goals and requirements and developing appropriate and relevant long-term educational objectives. Such committees are involved in long-term planning for curriculum, equipment, and facilities and in evaluating the program with respect to community requirements. They provide vital services to the students in such areas as career information, job placement, public relations, and obtaining adjunct faculty.

The Role of the Internship

Internships are one of the great benefits of industry-education collaborative efforts. The Advisory Committee and/or the program coordinator can refer students to internship opportunities based on company and intern needs. Employers are encouraged to interview prospective interns for the final selection. The employer or designated representative can confirm attendance records and participate in the intern's evaluation. A prospective intern can set the goals and objectives and can be evaluated and graded following the internship.

Every effort should be made to build flexibility into the internship period. Typically, the intern may be expected to work the hours the internship company has established; eight hours per day for four weeks may be adequate.

Evaluation: The Essential Element in Training Program Relevancy

At the conclusion of the program, students may be given comprehensive examinations which may be retaken if not passed the first time. Internships can be evaluated and graded by work-site supervisors and internship instructors. These grades can then be reported to Advisory Committee members and internship providers. In addition, students may be interviewed by Advisory Committee members and evaluated. Students then get additional practice handling an interview.

Instructor evaluation may be conducted; however, it is important to recognize that instructor evaluation may not be a particularly reliable measure of a program's effectiveness. Research has shown that some students (particularly those with physical disabilities) may inappropriately see themselves as dependent on the instructor. For that reason, some students may be more inclined than others to take a very personal view of the teacher and not evaluate him or her objectively. Instructors may be evaluated in terms of how "nice" they were, not how competent they were.

In other cases, instructors may be forced to take a "hard line" on quality of work produced in the program, even allowing some students to fail (Melnick, 1989) and playing the role of "villain." The students may not identify this as good teaching when, in fact, it may be the most appropriate teaching under the circumstances. Students may confuse the role of the instructor with that of counselor. Instructors—helping students to be self-reliant, not perpetuate patterns of dependence—must strike a delicate balance between

enabling and setting high standards. Instructors who achieve this balance are not always rewarded with good student evaluations. Long-term follow-up of student success on the job is a more valuable measure of quality.

Summary and Recommendations

A community college computer and/or business training program must prepare students to do tasks consistent with the strategic goals of industry and to function effectively in the workplace. Our definition of competency must accommodate both of these skill areas. Kolb's experiential learning model guides the skill-building aspect of a training program. Melnick's "resilience training" theory is a way of teaching students to cope with both success and failure on the job. Generally, the strategic goals of business and stated job descriptions must be taken into consideration when designing training activities. Goals and competencies expected of trainees must be established at the outset of training. Essential linkage to business can be achieved by establishing Advisory Committees and internships. Evaluation of the training program is a critical element in maintaining the accountability and relevancy of community college training.

A Checklist For Community College Training Programs

Establishing A Competency-Based Training Program

1. Have you created a definition of competency for completers of your occupational training program that encompasses both occupational skills and interpersonal skills?

2. Have you established goals for your training program that are philosophically appropriate for the types of skills you are teaching?

3. Is the instructional methodology used in your training program appropriate for the skills being taught?

4. Have you instituted a mechanism to measure how well these skills and competencies are being learned?

5. How can your training program be modified in order to make it more competency-based?

6. Is the program justifiable in terms of your community businesses' needs?

7. Do you have the necessary resources to offer the kind of training you need to ensure competency?

8. Are the objectives of your program consistent with the industry's goals?

Evaluating the Relevancy of the Training Process

1. Have you critically evaluated the training process used in your program and examined its success/failure rate?

2. Does your training program incorporate the four steps in the experiential learning process set forth by Kolb (or another suitable model)?

3. What are the characteristics/competencies of the target groups to be served by your training program?

4. What specific competencies will a completer of the program be expected to possess?

5. Have you created learning objectives for each course in your program?

6. Do the members of your staff have the competencies needed to effectively implement the training?

7. Are your program completers prepared through resiliency training for handling failure on the job?

Evaluating the Efficacy of Your Program

1. Have you established a statement of purpose and/or mission for your occupational training program?

2. Have you established goals and corresponding competencies for skills taught in your occupational training program?

3. Are your students being trained to have the specific skills needed for the specific job openings of employers as stated in job descriptions?

4. Does your program have an active and committed Advisory Committee to help keep your program relevant to business?

5. Do students in your program have the opportunity to serve internships that will give them on-the-job experience?

6. Have you developed a suitable system for evaluation that takes into account input of students, faculty, and external sources?

7. Do you have a system of accountability that keeps your program on track?

8. Do you have an active mechanism for job placement for your completers?

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COMPREHENSIVE PROGRAMMING: MEETING FACULTY NEEDS

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Introduction

El Paso Community College (EPCC) currently serves approximately 25,500 students at three campuses and at numerous satellite centers. A comprehensive development program is provided for approximately three hundred full-time and seven hundred part-time faculty. The college has been recognized nationally on numerous occasions by the National Council of Staff, Program, & Organizational Development (NCSPOD) for having an outstanding faculty/staff development program for multi-campus institutions.

Three factors contribute to the success of the program. First, administrative support is demonstrated by a genuine commitment starting with the President and going down to other administrators. Second, the faculty is involved by serving on planning committees, presenting workshops, facilitating groups, and coordinating special projects. Third, the comprehensiveness and diversity of the program meet most of our faculty needs, something that workshops alone cannot do. EPCC is firmly committed to professional development as a way to improve instruction and increase administrative effectiveness. The value derived from this program has been demonstrated over and over again. Consequently, budget support continues even though there are severe budget constraints.

EPCC takes the art of teaching and teachers seriously. Teachers are recognized as professionals who have a wide variety of personal needs and aspirations. Our professional development program is designed to address some of these personal needs so that we can retain a highly motivated, enthusiastic, productive, and renewed faculty. Thus, faculty involvement in the planning of the program is a priority. By utilizing faculty on a variety of committees and in other aspects of the program, they become actively involved because it's "their" program. Also, both full- and part-time faculty can provide a wealth of experience and knowledge that contributes to a diverse, quality program on a low budget. The Faculty Development Office works with five active committees that involve a cross-section of faculty in the planning process.

The Professional Development Committee develops policies and plans and evaluates and recommends faculty for leaves and awards. The Retreat and Wellness Committees plan the annual retreat and wellness weekends. The Faculty Development Committee plans the theme, agenda, and workshop topics for the three-day inservice program that is held prior to each semester. Part-time faculty may serve on all but the Professional Development Committee. The Part-time Faculty Development Issues Committee will be described later.

Professional and personal development activities, which are available to both full-time and part-time faculty, include but are not limited to the following:

- *New Faculty Orientation*

  A video for new faculty is available about the college, its mission, goals, and objectives, as well as resources available to faculty. A two-day orientation program is given that covers instructional and student support services information. Also included are instructional workshops on Developing Course Syllabi and Lesson Plans, What To Do On The First Day Of Class, Instructional Strategies/Alternatives to Lecturing, Using Media In The Classroom, and Student Study Skills. After the semester is underway, additional workshops are held on Test Construction and Evaluation and Faculty Evaluation Jitters, as well as any other needs that are identified. Faculty Handbooks and Teaching Effectiveness Guides are distributed to all new full- and part-time faculty.

- *Faculty Resource Center*

  The center is staffed by an educational development specialist who works with faculty to develop instructional and evaluative materials and to learn computer skills. The center has a professional library, computers and software, videotape previewing equipment, and a scranton machine.

- *Faculty Workshops*

  Approximately one hundred and seventy-five to two hundred workshops are offered each year to enhance instruction and to meet other professional and personal development needs. The majority of these workshops are offered during a three-day program for faculty prior to each semester. The first full day's activities is held on Saturday to provide an opportunity for part-time faculty to attend. The theme,

agenda, and workshop topics are planned by a committee of full- and part-time faculty. Past themes have included Retention, Literacy, The Year of the Student, Celebrating Faculty, and The Future of Education. The theme for the Fall 1990 program is Connections: Past & Future. Frequently a mixer is planned after the Saturday activities, giving the faculty a chance to mingle, dance, and just have fun.

- *Faculty Development Newsletter*

  This newsletter is published monthly and is distributed to all faculty. It includes information on upcoming faculty development opportunities awards, kudos, and a calendar of events. Also included is an article on teaching effectiveness. Usually this article is an "Innovation Abstract."

- *Faculty Retreat*

  Full- and part-time faculty plan the annual retreat which provides an opportunity for intellectual sharing and creative dialogue among participants. Objectives include promoting collegiality and a heightened degree of comradery, professional renewal, opportunity to break down barriers between faculty and administrators, and entertainment. Themes for the retreats have included Burnout and Renewal, Creativity, Playing with the Imagination, The Future, and The Future of Education. Among the workshops included in the The Future retreat were The Future Environment, Intellectual Precision and the Future, Arts and Their Role in the Future, Entrepreneuring, Financial Independence in Your Future, and Coping With The Future: Stress and Health.

  Our next retreat, which is planned for May 1990, will include community members. The theme for the retreat will be Building College and Community Linkages. Group discussions and panel presentations will focus on college and community linkages in the five areas of Medical/Mental Health, Arts & Culture, Community Activism, Ecology, and Institutional Linkages.

- *Wellness Weekend*

  An annual wellness weekend, also planned by a faculty committee, provides an opportunity for professional renewal, colleagiality, and participation in and discussion on a variety of wellness topics. Previous sessions have covered a diverse range of topics such as healthy relationships, the use of humor, fad diets,

loving styles, journal writing, wellness, therapeutic massage and stress management, poisoning America, and visualization and illness. Activities also include exercise sessions and hiking.

- *Teaching Effectiveness Guide*
  This guide was developed by a faculty member as a release time activity. It contains an introduction to teaching, knowledge of the subject area, knowledge of pedagogy, knowledge about students, and a bibliography of teaching effectiveness resources.

Participation In Special Projects

A variety of projects designed to enhance teaching effectiveness in the classroom are available for our faculty. They include the following:

- *Writing Across The Curriculum*
  This project is concerned with the exploration of non-graded writing as a means of enhancing learning in various disciplines. Participants attend weekly seminars to discuss student writing/learning problems, writing-to-learn assignments given to enhance learning, and articles related to writing across the curriculum. Participants also develop writing-to-learn assignments appropriate to their discipline and keep a journal of writing across the curriculum activities and ideas.

- *Reading Across The Curriculum*
  This project helps instructors to bridge the gap between the reading level of the average community college student and the reading difficulty level of required college texts and materials. Participants become better prepared to enhance the reading-to-learn process within their content area by becoming familiar with the reading process, including reading/learning strategies.

- *Women's Studies*
  Assists instructors in incorporating women's scholarship and other issues into a variety of content areas. Classes are designed to assist both men and

women to learn and benefit from the knowledge of others in a gender-differentiated world.

- *Shared Vision*
  Participants develop course syllabi and learning activities which incorporate humanities concepts into the occupational/technical areas.

- *Computer Literacy Project*
  Provides an opportunity for faculty to learn computer skills that they can use to facilitate and manage instruction. Methodology consists of workshops, one-on-one tutoring by mentors, and self-paced learning. Competencies are designed in computer literacy/DOS, word processing, a shareware grade book, and a choice of Lotus 1-2-3 or Harvard Graphics.

- *President's Writing Project*
  Allows faculty to participate in writing activities that highlight various departments, programs, and activities throughout the college district. Articles are primarily for internal publication, but some are distributed externally for state or national publication.

- *General Studies*
  This program is an Associate of Arts degree. It is interdisciplinary and designed to develop skills which are applicable across and within academic and vocational areas. Participants in the program learn how to teach students to identify process rather than subject matter alone. Competency areas include Social Interaction, Communications, Aesthetics, Analysis, Problem Solving, Valuing, Understanding the Individual and the Environment, and Understanding the Contemporary World.

A new committee, comprised of part-time faculty, was recently formed at EPCC. The Part-Time Faculty Development Issues Committee will address the specific faculty development concerns and needs of part-time faculty. We learned that, given the opportunity, part-time faculty want to participate in planning that affects their performance. Activities suggested by the Part-Time Faculty Development Issues Committee include the following:

- *"Pow Wows"*

  Informal sessions for faculty to be held on Saturdays. Sessions vary; however, they may include information about various resources at the college, a tour of the campus, an exchange of ideas, and discussions/workshops on instructional techniques.

- *Colleagues in Education*

  A mentor program for new full- and part-time faculty is now in the planning stages. Experienced faculty (full- and part-time) will serve as volunteer "colleagues" to new faculty. Each colleague will act as a resource person and friend to new faculty. Experienced faculty will be selected/recruited from Master Teacher participants and by division chairs.

- *Self-Assessment*

  A checklist designed by part-time faculty to help determine a faculty member's familiarity with instructional and student support services available. In addition, the checklist will contain a teaching tips section.

- *Recognition Programs*

  Historically, these programs have been limited to full-time faculty. Based upon input from this committee, an outstanding part-time recognition program was implemented in each division.

All faculty development activities are evaluated. The Faculty Development Office continually assesses the quality of the program and identifies unmet needs. In this manner, we are able to determine what our future goals should be. For example, some of these goals include (1) linking evaluation more closely to faculty development offerings; (2) increasing part-time faculty involvement; (3) expanding faculty resource center services to all campuses; and (4) implementing the Colleagues in Education program.

EPCC continually strives to offer a comprehensive quality faculty development program that meets the existing and changing needs of its faculty. As a result of this commitment, the college has received national recognition for its outstanding program, and has a faculty that, for the most part, are involved, energetic, and oriented toward teaching excellence.

HELPING PART-TIME FACULTY BECOME PART OF THE TEAM: PROFESSIONAL DEVELOPMENT THROUGH MENTORING

Dr. Gaye Luna
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> Achieving a mentoring relationship is like falling in love—you can't force it to happen, and it only works if the chemistry is right. (Williams, 1977)

Introduction

One would believe that the popularity of mentoring has developed within the last decade. Couched in a variety of terms—networking, sponsorship, role modeling—mentoring has become a well-known strategy for climbing the career ladder. Interestingly, the concept of mentoring cannot claim origins in modern American society. The philosophy and practice of mentoring dates to the second century B.C. with Chinese academic genealogy and the teachings of Confucius.

What the Research Says

According to research, mentoring has played a central role in psychosocial and career growth at every transitional stage of human development. Through his study of forty males, Levinson (1978) determined that adults experience life cycles eras; and within the early adult years, the forming of mentor relationships is a predictable developmental task.

The developmental relationship that exists with mentoring has been defined in a variety of ways. Interaction between individuals (usually junior and senior colleagues), which promotes professional development or career development, is referred to as mentoring or mentor relationships (Cameron, 1978; Kram & Isabella, 1985; Levinson, 1978; McNeer, 1983; Speizer, 1981; Williams, 1977; Wright & Wright, 1987). Slightly different perspectives define mentoring as sponsorship (Clark & Corcoran, 1986), networking (Swoboda & Millar, 1986), or role modeling (Shakeshaft, 1987).

Various researchers have identified continuums or stages of mentoring which facilitate learning and provide access to the organizational culture (Shapiro, Haseltine, & Rowe, 1978; Dalton, Thompson, & Price, 1977; Merriam, 1983; Eberspacher & Sisler, 1988; Zey, 1984). At the beginning of the continuum are the networking, colleague, and peer relationships. It is at this early point in the career development of an individual that information is shared and learning occurs regarding the work experience. At the end of the continuum or at the final stage of the mentoring process is the "mentor."

Many organizations have incorporated career management plans which prepare, implement, and monitor career strategies for individual employees in concert with organizational goals and objectives (e.g., see Story, 1976). The assignment of a mentor is sometimes included within a career management plan.

In 1986, Kram analyzed mentor-protégé relationships, determining mentoring activities and developing a systems framework of mentoring functions. This framework defines mentoring in terms of five career functions: sponsorship, coaching protection, exposure, and challenging work; and four psychosocial functions: role modeling, counseling, acceptance and confirmation, and friendship. These functions are aspects of relationships between protégés (part-time faculty) and mentors (senior colleagues).

Benefits to Protégé

The benefits of mentor relationships in academe are numerous—the mentor, protégé, and organization can profit. In regard to career and adult development, the advantages of a mentoring activity to the protégé have been studied. For example, Sheehy (1974) notes the positive impact of mentoring on individuals' careers, and Bolton (1980) suggests that aspects of social learning are gained through mentoring relationships. Benefits to the advancement of a protégé's career include understanding the organizational culture (Kram, 1986), access to informal networks of communication that carry significant professional information (Clark & Corcoran, 1986), and assistance in defining career aspirations and receiving support to reach goals (Bogat & Redner, 1985; Cameron, 1978).

Benefits to Mentor

Research indicates advantages to the mentor in a mentoring relationship. Reich (1986) asserts that mentors gain satisfaction from assisting junior colleagues and improve their managerial skills. Additionally, mentors express increased stimulation by the ideas of bright and creative protégés.

In summarizing the positive outcomes of mentoring, Halcomb (1980) comments that

> Senior [employees] don't realize . . . that mentoring enhances their own careers. Men [and women] who are renowned in their fields have disciples who quote them, write about them, invite them to speak. It's not just out of benevolence that they help—it's because it's in their own interest. (p. 18)

Benefits to the Educational Institution

Mentoring relationships are not only advantageous to mentors and protégés, but to organizations as well. Mentoring plays a vital role in future organizational leadership. The development of administrative potential is strengthened with the nurturing of capable colleagues with appropriate skills and abilities. Those who hold high-level positions in academe and business have the opportunity and challenge to assist in the career and psychosocial development of colleagues. Roche (1979) points out that people who have experienced mentoring activity feel they can succeed and thus choose careers instead of jobs, thereby committing to an organization for a longer period of time. Additionally, with the existence of mentor relationships, Reich (1986) finds improved performance within a work group.

Based on the aforementioned value of mentoring, academe needs to consider strategies and programs that foster mentoring activity in the workplace.

What Educational Institutions Can Do

First steps could include clarifying the role of mentoring in an institution, defining a population who could benefit from mentoring functions, collecting data on mentors' and protégés' goals, interests, and needs, and establishing criteria for creating alliances among mentors and protégés.

The institution can play a central role in the development of mentoring activities or programs. The following are recommendations for institutional involvement and support:

(1) The institution should issue a policy statement which reflects the institution's advocacy of mentoring and states the responsibility of colleagues to provide resources to part-time faculty. This step also legitimizes mentoring as important to the institution.

(2) The institution should raise campus awareness about the importance of mentoring by using such strategies as issuing public information communiques, including mentoring as an agenda item for faculty meetings, and sending information to governing boards. Recognition of mentor-protégé relationships should be highlighted frequently.

(3) The institution should include the development of part-time faculty as criteria in overall evaluation of the college and its divisions and departments.

(4) The institution should establish training workshops or programs in which mentors learn how to effectively utilize resources to help part-time faculty grow professionally.

(5) The institution should include all personnel in mentoring—support staff, faculty, administrators, and even governing board members. Mentoring activities and programs should be considered a collaborative effort.

Research points to selected approaches to mentoring that foster environments where mentoring is most likely to succeed. The following guidelines contribute to positive mentoring activities and programs:

(1) Select mentors for part-time *within* departments (Project on the Status and Education of Women, 1983). This will contribute to "learning the ropes" and promote understanding of departmental protocol, networks of communication, and the suborganizational culture.

(2) Select mentors for part-time faculty *outside* departments (Project on the Status and Education of Women, 1983). Part-time instructors will gain a wider institutional perspective and will provide unbiased assistance when problems arise.

(3) Provide mentors of the same sex and ethnicity (Shakeshaft, 1987). Special mentoring problems and needs can best be handled with such initial pairings.

Because part-time occupational and technical faculty will continue to play a critical role in education, it is important that they become part of the "educational team." With mentoring, the talents of both the mentor and the part-time instructor are utilized, and mentoring becomes a stimulus in the work environment—promoting the professional development of part-time faculty and enhancing the educational institution.

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PART-TIME FACULTY DEVELOPMENT: AN INTEGRATIVE APPROACH

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Introduction

Our program is aimed primarily at faculty (two hundred full-time, one hundred part-time), although the program and activities are of interest to other staff. The faculty development program, as described in our guidebook which all faculty receive, represents an evolving pattern of responses to both individual and organizational needs and goals.

Since our college is one of the most comprehensive in the country in terms of its programs, our faculty development programs need to be comprehensive in nature as well. Thus, we have a variety of programs on campus to meet diverse needs and wants. We also place emphasis on individual, self-directed professional development. We ask faculty to identify their professional growth directions over a three-year period and to articulate how these directions mesh with those of the institution. The age and length of teaching experience of our faculty requires differentiated responses from the institution, ranging from an orientation program and instructional skills workshops to sabbaticals, research projects, and early retirement programs. The variety of needs, then, prompt a variety of responses.

Program Components

- *Orientation*
  This annual program is provided to new faculty to develop institutional competencies that enhance integration into the college. Elements include college policies, procedures, and personnel as well as instructional related sessions.

- *Instructional Skills Workshop*
  The ISW is a program aimed at the improvement of instructional skills in both new and experienced instructors. During the workshop, each instructor practices

instructional skills by preparing and conducting three "mini-lessons." After each mini-lesson, the instructor receives written, oral, and video feedback on the lesson.

- *Colleague Network*

  To support the orientation process, new instructors are paired with a seasoned instructor. The goal of the program is to assist new faculty in becoming oriented to the college and the teaching profession, and to strengthen their skills as teachers. As well, the program provides an opportunity for senior faculty to make a contribution to the career development of a colleague.

- *Individual Professional Development Allotment*

  Each individual receives an allotment determined each year by the College-Wide Professional Development Committee. This fund can be used for conferences, travel, memberships, and subscriptions.

- *Faculty Development Newsletter*

  Published monthly, the newsletter provides information on upcoming progressional development opportunities, new policies, and articles about faculty as well as teaching/learning issues.

- *Special Interest Group*

  These groups are established as a way to respond to faculty interest in a particular area. Groups established to date include Research and Writing Support Group, Adult Education Network, Group in Support of Excellence, Microcomputer Users Group, and International Education Group.

- *Peer Consultation Program*

  The program is aimed at providing knowledge, skills, and motivation for faculty to work together in a collaborative fashion towards institutional improvement. Typical activities include classroom observation and small group instructional feedback sessions.

- *REACH (Resources for Employee Assistance, Counselling, and Health)*

  This service promotes the health and wellness of employees and their families through educational programs, peer support, and confidential referrals to

professional services. Responsibility for finding solutions remains with the employee.

- *Campus-Based Seminars and Workshops*
  A wide variety of topics is offered, most of which are conducted by faculty and staff of the college. Sessions range from noon-hour to two to three days in length and are usually offered at no charge.

- *Tuition Waiver Program*
  The college provides a tuition waiver program equivalent to the dollar value of one credit course per semester per person for the employee and immediate family.

- *Innovative Project Funding*
  A fund to assist faculty in undertaking new teaching/delivery techniques. The fund is often used to pay for release time to design, implement, and evaluate a new initiative.

- *Special Project Funding*
  Funds used by faculty for the promotion and facilitation of scholarship and research to maintain currency in disciplines.

- *In-House Visiting Faculty Program*
  This program provides release time for an instructor to act as a resource person to colleagues. The instructor might act as a guest lecturer or work with others in curriculum development.

- *Travel Grants*
  This fund provides supplements to faculty for travel expenses when they take on a leadership position in professional organizations or present at seminars or conferences.

- *KITE (Keeping in Touch Effectively) Program*
  KITE is a program established to recognize the accomplishments of the college's faculty, staff, and students.

- *Deferred Salary Leave Plan*
  The plan provides a mechanism for faculty to finance a sabbatical or other leave from the college.

- *Exchange Programs*
  The college provides financial support and other resources to assist faculty in securing suitable exchanges with counterparts in other countries.

- *Sabbaticals*
  The college offers faculty funded sabbaticals of six or twelve months. The funding ranges between thirty-five and eighty percent of salary.

- *Early Retirement*
  The college provides a financial subsidy to assist eligible employees in taking an early retirement. The objectives of the program include increasing opportunities for promotion of existing staff, hiring of new staff, increasing staffing flexibility, and rewarding long-term employment.

- *Associate Staff Program*
  The program is designed to assist staff as they move from full-time employment to retirement. The college will continue to involve retired staff with the college by keeping them informed of college events, offering tuition waivers, and offering them opportunities to participate in professional development seminars.

- *Computer Purchase Plan*
  The college allows individuals interest free loans for the purchase of a personal computer.

Program Objectives

The following are the objectives of Red Deer's Faculty Development Program:

(1) To promote excellence in the teaching/learning process.

(2) To promote faculty development within the larger context of organizational development.

(3) To promote a sense of individual responsibility for faculty development.

(4) To facilitate the identification of plans reflecting individual and college needs.

(5) To promote scholarship.

(6) To plan and implement career growth activities for faculty.

(7) To promote creative teaching/learning strategies.

(8) To encourage innovative projects that have an impact on instruction at the institution.

(9) To enhance responsiveness to student needs.

(10) To develop understanding of institutional policies, procedures, and expectations.

(11) To promote the concept and practice of faculty development.

A key mechanism by which program objectives respond to institutional, faculty, and student needs is the Professional Development Profile. The profile is a two to three page document outlining the instructor's professional development direction over a three to five year period. Each instructor is responsible for the development of his or her own profile, as well as carrying out the activities and evaluating the results. The profile is aimed at facilitating the alignment of institutional and individual goals.

Program Impact

Ultimately, the impact of any faculty development program must affect the professional vitality of the faculty and enhance their role in the classroom. The chief impact of this program is to assist faculty in keeping up-to-date in their disciplines and to enhance their instructional effectiveness.

The overall goal of our program is to facilitate faculty development. Because of this, the impact can be seen in a variety of ways. For instance, the professional development profile has led to more detailed descriptions of professional development goals and directions and has contributed to better planning by individuals and academic divisions.

In other areas, the innovative projects program has led to time release for instructors to work on computer managed learning in math, curriculum projects in English, and distance delivery designs to mention a few. Many of our sabbaticals enable our instructors to undertake research projects. Others facilitate back-to-industry leaves. To maximize the benefits of individual professional development activities, participants are required to submit a report summarizing the activity. These reports are then made available to other faculty. Often instructors will conduct a workshop or seminar to share their learning with others.

Program Evaluation

This year, we are conducting a comprehensive institutional review which will include a focus on the faculty development program. In the past, we have used the Academic Deans as a focus group to share their insights into the effectiveness of faculty development programming. We have also made provision for evaluation by the participants.

Overall, our program seeks to provide a range of opportunities and avenues for professional growth and development. Stressing the integration of individual and organizational goals, as well as the effective use of our resources, we believe that the most important thing about a college is the quality of the lives of the people who staff it.

BUTLER COUNTY COMMUNITY COLLEGE'S PEER CONSULTATION

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Background

Butler County Community College (BCCC), a typical midwestern urban community college, has the largest outreach enrollment in the state of Kansas. The main campus, built in 1966 to serve six hundred students, now serves 827 full-time and 986 part-time students. By comparison, our largest off-campus location, McConnell Air Force Base in Wichita, Kansas, serves 133 full-time and 1,167 part-time students. Our second largest service center, Butler Western Center located in Andover, Kansas, serves 105 full-time and 1,031 part-time students. Finally, our Flint Hills Outreach Division serves 468 part-time students. Two hundred and thirty adjunct instructors teach in these three areas. The programs at McConnell Air Force Base require seventy-five adjunct instructors, those at the Butler Western Center require one hundred and sixteen instructors, and those in the Flint Hills area require forty instructors.

In order to support our adjunct faculty, a service entitled "peer consultation" was implemented to provide adjunct instructors with information, guidance, and assistance in order to deliver efficient and effective courses of study. Peer consultation pairs a full-time or experienced adjunct instructor with a new-to-BCCC adjunct instructor by subject, background, or availability for ten to twenty-five hours a semester. The peer consultant's role is to identify teaching strengths and areas of concern, to provide support in planning instructional improvement, and to motivate through feedback and continuing encouragement.

Inservice

BCCC began with an inservice for faculty and for those interested in beginning the peer consultation program. Dr. Larry Lyman and Dr. Harvey Foyle, Emporia State University, Emporia, Kansas, presented an afternoon workshop on "Peer Assistance for Instructional Excellence." Their presentation focused on effective interpersonal skills and

the support role, an actual demonstration of a class visit and the consulting situation, and exercises involving analysis of classroom strategies and techniques. The workshop was videotaped for future use with new peer consultants who join the program. They are encouraged to view the tape and read all the materials, including *Clinical Instruction and Supervision for Accountability* by Lyman, Wilson, Garhart, Heim, and Winn (1987).

The Process

Recommendations of new adjunct faculty from the directors of the three areas—McConnell, Western Center, and Flint Hills—are sent to the Faculty/Staff Development Coordinator. The coordinator matches these instructors (by subject, background, or availability) with full-time or experienced adjunct instructors or administrators (neither area directors nor division chairpersons serve in this capacity) who have committed to participate in the peer consultation program.

The next step is to send letters to new adjunct faculty announcing the recommendation by their director, explaining the peer consulting concept, and naming the peer consultant who will be contacting them. A memo is sent to each consultant containing the name of the adjunct instructor, address and phone number, the course to be taught, and its location and time. The consultant is to make contact with the peer as soon as possible to set up a get-acquainted meeting. This meeting can be very informal, over the phone, out for coffee, even out for dinner with spouses to make that new person feel welcome and part of the faculty. After this initial meeting, the consultant spends an entire session with the individual collecting data, providing feedback, suggestions, and advice, and asking for any concerns the person may have. This is not an evaluation of job performance and has no relationship with continuing employment. The consultant is to provide help, assistance, counsel, opportunities, resources, visibility and exposure to the main campus, insights, and shared experiences. The consulting faculty member listens, encourages, offers models, strategies, and techniques, and even cuts red tape when necessary. Some of the items that may be discussed are getting extra teaching materials to accompany the text, satisfying audiovisual equipment needs, and identifying procedures for testing and make-up tests.

The BCCC peer consultation program has been in existence only since the fall of 1988 when twenty-six new-to-BCCC instructors were recommended for the program. Twelve faculty and two administrators provided this service. In the spring of 1989, thirty-three adjunct instructors were recommended with eleven faculty members and four administrators providing the support. In the fall of 1989, fifty adjunct faculty members were recommended to be consulted by twenty-six faculty and five administrators. Currently, thirty-three adjunct faculty are being consulted by fourteen faculty and seven administrators.

Effective Consultants

Keys to successful peer consulting center around consultants who are attentive in demonstrating teaching competence and in making contributions; who have interpersonal skills and are able to develop a relationship; who are enthusiastic, helpful, and patient; and who are able to recognize their own strengths/limitations when approaching new faculty.

To be an effective peer consultant, a person should possess the following characteristics:

(1) Ability to build trust.

(2) Observation skills in the collection of appropriate data and objectivity in analysis of the situation.

(3) Ability to identify ineffective teaching methods, not just ones that differ from his/her strategies.

(4) A positive approach when discussing teaching behavior.

(5) Suggestions/ideas/help for changing a behavior and the rationale for the change.

(6) Good interpersonal skills/communication skills. (A highly effective classroom teacher may not be a good peer consultant if he/she cannot relate to his/her peers.)

(7) Active listening skills—especially encouraging teacher-to-teacher conversation.

(8) Good questioning techniques—eliciting information in a non-threatening manner.

(9) Tact and a positive attitude.

(10) Confidential behavior in the trust process.

(11) Ability to offer feedback and assistance as an equal partner.

(12) A willingness to volunteer.

When a person begins the consulting process, a few questions to understand the background of the adjunct faculty member and their classroom situation should be considered. Some of these questions might be the following:

- Where are you in the course?
- How do you feel the class is going so far?
- Are your facilities adequate?
- What things should I look for when I visit your class?
- Is there anything I can do to help you?
- Were you given the course outline, syllabus, and textbooks early enough?

After the classroom visit, during the post-conference visit, these questions might arise:

- Was this a typical class?
- Would you do anything differently the next time?
- Did you feel good about the class time?
- What aspects of the lesson pleased you?
- How do you know your students understood what was taught?

Peer consultation requires judgments about what and how much help is needed at certain times. Good peer consultants tread a delicate line between telling another faculty member what to do and providing freedom, suggestions, resources, and professional guidance about teaching and about BCCC.

Evaluation Of The Process

When the process concludes, the consultant submits an informal summary to the Office of Faculty/Staff Development. This is a matter of record and is not shared in that form with anyone else. This information is used to identify concerns and if some exist to help correct them. Each peer consultant submits the number of hours involved in the process, whether it be driving to a location, phone calls, writing the summary, or sitting in the class. Faculty are paid on a prorated basis of $350 for each thirty-five hours of time commitment. Administrators who peer consult do not receive payment.

A reception is held for peer consultants to comment on the program, provide suggestions for improving our services, and share experiences of the program. This proves to be beneficial to the peer consultants who compare situations and provide support to each other. The Fall 1989 survey results showed that the adjunct faculty members

- want more time to discuss teaching and compare notes;
- want "evaluation";
- feel free to ask about BCCC policies, customs, and teaching strategies;
- want the relationship to be longer and to be developed with a second or third visit;
- like the contact with peers in their own subject area;
- are impressed with BCCC's commitment to students;
- appreciate the ongoing contacts with peer consultants after the program;
- build confidence in their own abilities from the contact; and
- feel a mutual helpfulness.

Surveys show that most new-to-BCCC instructors, whether they are skilled instructors or novices, find this contact to be a positive experience. Adjunct instructors desire contact with on-campus instructors and with BCCC services and activities.

Teachers help other teachers during the peer consultation process. This service is not an evaluation—each consultant stresses this fact to the consultee. The desirable outcomes are to reduce teacher isolation, to provide an opportunity for sharing expertise and skills, to improve instruction, and to increase colleagial interaction and respect.

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17C

COMMUNICATION BRIDGES AND ADJUNCT FACULTY DEVELOPMENT

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Institutional Background

The National College of Education (NCE), founded in 1886 as a teacher preparatory college, reacted to the decline of student interest in teaching careers by expanding its mission in the 1970s to encompass programs in the behavioral sciences, which offered diversified career opportunities. In recent years, degree programs in accounting, computer information systems and management, and business administration took shape, joining an ever-expanding list of offerings in such fields as allied health and human services. In addition, a one-year certificate program in business education for career advancement was designed to address students' proximate credential and employment needs.

While NCE's main campus is in Evanston, Illinois, the traditional undergraduate business programs are delivered exclusively at the Chicago campus, which is located in the heart of the business district. Other campus sites located in a number of U.S. cities and in Germany offer accelerated degree completion programs at the undergraduate level and intensive graduate programs. The Chicago campus student population is the largest in the NCE system, and more than half of those one thousand students are enrolled in the business programs.

Business Programs and At-Risk Students

The mission of NCE's Chicago Campus focuses on providing educational opportunity to a population not well-served on traditional campuses: Asian, Spanish, Polish, and other immigrant groups who are so prominent a part of the Chicago scene. The non-native student groups represent seventy-nine percent of the four hundred and seventy-one four-year business programs students and almost all of the thirty-six one-year Business Education for Career Advancement (BECA) students. While on the surface it might appear

that this unique student body poses atypical challenges in the development of adjunct faculty, the concerns identified by the adjunct faculty members themselves are really not so different from what might be expected in a more traditional setting.

Adjunct Faculty's Identified Needs

Typically, eight to ten professionals equipped with appropriate academic credentials and fortified with valuable business experience help to deliver the business courses at the Chicago campus. Asked to identify their most pressing needs and the perceived inadequacies in their successful integration into the academic community, the part-time group of accountants, computer specialists, managers, and entrepreneurs who were in service during the Fall 1989 quarter targeted communication, both formal and informal, as the first priority. They wanted to know what was going on, not only in the business programs with which they were involved, but also within the institution. They also targeted the difficulties of reaching the students effectively and making them comfortable in taking advantage of various support services available to them. They expressed a need to be better informed on college policies. In short, communication in one form or another cut across their concerns.

Adjunct Faculty Development Plan

Consequently, the emerging faculty development plan spotlights increased communication both as the central goal and as the link to other goals. Communication bridges to the students, to faculty colleagues, to the curriculum, and to the institution are viewed not as separate goals, but as interrelated educational experiences designed to increase teaching effectiveness and to promote colleagiality. It is clear that the adjunct faculty at NCE want to belong and be involved, as well as teach.

The Central Goal of Improved Communication

Improved communication helps to develop adjunct faculty by providing an organizational context for their teaching. Teaching primarily in the evening hours, these practitioners often feel like outsiders rather than academics making an important

contribution to the educational goals of the institution. Few resources are required to improve communication in a general way. A new bulletin board, located by their mail slots, now apprises NCE adjunct faculty of both internal and external activities of interest (e.g., calls for papers and proposals). Administrative actions include distribution of the minutes of the management faculty's business meetings, circulation of publications such as *The Chronicle of Higher Education*, sharing of articles known to be in areas of interest, class visits, feedback, and availability for conferences in the evening hours. These efforts to integrate the adjunct faculty into the academic community through increased communication, while still in their infancy, have met with unsolicited comments of appreciation. In addition, other development activities are planned for regular meetings of the full- and part-time faculty.

Meetings of Business Programs Faculty

Historically, the business programs faculty have met as a whole, primarily for orientation, on the Saturday preceding each quarter. These Saturday meetings will be used to involve the full- and part-time faculty members in shared development activities.

Communication Bridge to Students

The first formal faculty development workshop under my direction took place in November 1989. That session introduced the part-time faculty to a member of another department, a learning specialist from the Center for Academic Development, who conducted the workshop entitled "Instructional Strategies to Bridge the Gap." While the techniques presented addressed some of the special needs of non-native students, they were based on general principles of learning with which many of the business faculty, not having been trained as educators, were unfamiliar.

Since adjunct faculty expressed a desire to be involved in textbook selection, the selection of materials served as the starting workshop activity. Both qualitative and quantitative measures were addressed. An evaluation chart provided the faculty, working in small groups, an opportunity to evaluate business textbooks currently in use. They learned that, while readability is critical, visual presentation, logical organization, chapter

previews and summaries, and other qualitative considerations are also important in the selection of the textbook as a learning tool.

Not only were the faculty led through the textbook selection process, but they also were exposed to techniques designed to help students realize the full value of their books while achieving improved comprehension and greater retention of material. Here the faculty were advised to serve as models and to demonstrate how the book as a whole should be surveyed, how chapters should be previewed, and how activities should be incorporated into reading to improve concentration.

Since effective learning is a process in which new information joins existing knowledge in some meaningful way, the learning specialist next focused on the assessment of prior knowledge through such techniques as "Cloze" passages in which words are randomly deleted after the first sentence; concept brainstorming in which students generate lists of words associated with the concept; word sorting in which students sort words into categories; and concept mapping which involves tracing offshoots from the central concept word. Once again, working in small groups, the faculty had the opportunity to engage in the various exercises to experience techniques being presented firsthand. These techniques offered them practical approaches that addressed their concerns about reaching the students effectively, especially with regard to the students' level of comprehension.

The two-hour interactive faculty development session was continued in a January 1990 workshop that addressed lecturing and working with small groups. The meeting began with a look at the demographics of the student population of the Chicago campus and a discussion of an article on minority students in *The Chronicle of Higher Education*. The article was intended to help faculty to see that the challenges they face in trying to educate at-risk students are not isolated and that they can be viewed as opportunities to make a real difference in the lives of an educationally underserved population.

As with the first session, the second was also interactive; however, the small group activity was related to teaching effectiveness rather than to learning mode. Each faculty group addressed a section of an inventory of teaching attributes culled from a variety of teaching evaluation forms in an effort to gain consensus of a profile of an effective teacher. Thus, while these initial sessions were designed to expose the faculty in a practical way to how students learn and to what they can do to facilitate that learning process, the hope was

that the faculty definition of the ideal teacher would serve to set personal goals that were inner-directed rather than outwardly imposed.

Additional workshops are being planned to build the communication bridge to students. They, too, will draw upon the talent of professionals within the organization, thus continuing the introduction of adjunct faculty to colleagues outside their immediate disciplines. The next midterm workshop, for example, will be conducted by career development and placement specialists who will strive to show the faculty how they can integrate career development concepts into the content of a course without sacrificing time or material. This is an important consideration for at-risk students who very much need positive role models, awareness of the transferability of knowledge, and positive views of their own potential. As practitioner-educators, adjunct faculty can be particularly effective in providing career models.

A future workshop will bring in a faculty member from the accelerated degree completion program, a program in which a variety of teaching strategies and instructional activities are used. This session will reinforce and perhaps expand the value of small group activities as an instructional component and will demonstrate how well-defined instructional goals can be achieved under time constraints.

As each teaching workshop unfolds, its principles will be added to an instructional handbook that will serve as a reference tool for the faculty. The handbook will also have a section entitled "Teaching Tips" that will include the strategies faculty members contribute, thereby offering them some recognition and encouraging a sense of ownership. The handbook will also be used in the orientation of new faculty members, probably in individual conferences.

Communication Bridge to the Faculty and Curriculum

While there is interaction between full-time and adjunct faculty at the time of hiring, that interaction tends to diminish as the tenure of the part-time members lengthens. Currently, the full-time faculty are being encouraged to schedule meetings which include the part-time members in their disciplines. These meetings are intended to give the adjunct faculty an opportunity for input on a variety of academic matters—textbook selection,

course scheduling, course development or revision, and program direction—and to expose them to the thinking of their full-time colleagues. As a start, time was set aside at the Saturday meeting in January to allow discipline units to meet. While adjunct faculty do not have voting rights, their input can be very influential and can affect the decision-making process.

Also envisioned is a meeting at which the full-time members will present the working draft of the strategic plan for the business programs. This session will provide an opportunity to seek the reactions of the part-time faculty to the plan and provide information about business student retention, completion rates, and alumni follow-up efforts, thus incorporating relevant institutional information.

Communication Bridge to the Institution

In one sense, the communication bridge to the institution has already been built. A newsletter containing news from all campuses as well as institutional job listings is distributed to all employees. However, in their needs assessment, adjunct business faculty identified knowledge of institutional policy as an area of concern. This issue had been addressed by an adjunct faculty handbook which is in need of updating. The updating will be accomplished within the scope of a larger faculty handbook review, and the revision is expected to be available for the next school year. In the interim, a policy summary sheet will be provided. Ultimately, the summary sheet will serve as an abstract for the cross-referenced handbook. In addition, revised policies will be addressed by memoranda and by coverage at the start of the Saturday meetings.

However, policies of significant import may entail at least a part of a development session. For example, a session is being planned to deal with the newly adopted student appeal process. Faculty members who served on the committee to draft the policy will explain it and the committee's rationale in adopting it. The Director of Student Activities will address such issues as techniques to avoid student problems or how to handle them once they occur. As with all sessions, an exchange of ideas and experiences will be a part of the session.

Conclusion

Faculty development is often closely tied to improving teaching ability. While addressing instructional strategies is a critical component in an adjunct faculty development program, it should not be a goal confined to the classroom. Lack of teaching experience and training in education, remoteness from everyday academic life, and grounding in business world approaches to operational efficiency complicate a practitioner's ready adjustment to classroom challenges and institutional demands. Building communication bridges through faculty development activities, through existing communication channels and informative publications, and through interaction with colleagues from their disciplines and from the institution at large serves not only to orient new adjunct faculty, but also to involve them more intimately in the educational process throughout their part-time teaching careers. The benefits of a multipronged approach to faculty development extend not only to the students and faculty, but also to the institution as a whole.

EFFECTIVE USE OF PRACTICING PROFESSIONALS IN HIGHER EDUCATION

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Background

Part-time faculty have become an integral part of many universities, but perhaps for the wrong reasons. Specifically, we believe universities have too often concentrated on filling existing vacancies with part-time replacements because of economic factors. Many times administrators appear to miss the opportunity to employ "practicing professionals" from the community who can contribute a great deal to work-related programs. As we have found, many individuals are available to teach part-time who can bring expertise to a department beyond that normally available among full-time staff.

We are suggesting a model that in effect concentrates recruitment and staff development around the strengths and unique contributions that can be made by the part-time person, whom we call the "practicing professional." In other words, we suggest recruiting to the unique strengths, abilities, and interests of the part-timer and, at times, adapting full-time teaching preferences and even course and curriculum development to these strengths.

Part-Time Faculty: Strength or Weakness?

There are two major sections of the model described in Table 1: The recruitment/selection stage and the training/development stage. Recruitment and selection of high quality part-time faculty is the most important first step toward providing a quality educational experience. It is not easy to recruit "proven winners" in a university or in any organization; however, we do believe that following a few specific guidelines will lead to recruiting individuals with much greater than average potential. Quality recruitment is important, of course, because there is essentially an inverse relationship between effective recruiting and the need for faculty training and development.

Recruitment and selection, we believe, should originate from an agreed upon philosophy of part-time faculty use. If part-time people are used to replace full-time staff in courses no one wants to teach, the perception of second class citizenship will flourish. However, if part-time faculty are recruited primarily based upon what they can and wish to contribute to the program—their teaching interests and strengths—departmental goals for quality teaching can be enhanced substantially.

Recruiting to the strengths of part-time personnel requires a long-term perspective in planning the department's schedule to accommodate the interests of part-time faculty and a commitment on the part of full-time faculty to adjust their teaching preferences to the strengths of the part-time faculty. The part-time person, for example, may be given preference in selecting classes to teach for a particular semester or even asked to help design and teach a new course. With such an orientation, considerable faculty consensus and teamwork are required.

Recruiting to part-time strengths can result in a "win-win" situation. Universities can recruit individuals who are actually superior to full-time staff in specialty areas, and give them classes they find most interesting and challenging. The results: lower cost replacements for full-time faculty, reduction of part-time faculty turnover because teaching efforts are rewarded, and more opportunities to offer specialized classes by individuals who often have greater expertise than that which may be found among full-time staff.

Steps to Effective Recruitment of Part-Time Faculty

Typically used methods of recruiting part-time faculty are (1) referrals by existing full-time or part-time faculty; (2) trading resumes with other departments in similar disciplines; (3) advertising in local newspapers; (4) recruiting among presenters for continuing education and/or locally developed workshops/seminars; (5) recruiting graduates from your program who have continued their educational career for advanced degrees; (6) recruiting from the membership of local professional societies; (7) recruiting individuals from the community who hold positions in areas similar to those offered in your classes; and (8) encouraging walk-ins to apply for teaching vacancies.

Employee referral clearly has been the most successful method of recruiting the highest quality part-time personnel. Our second choice has been to recruit from members of local professional societies. We should point out, however, that there is no universal agreement on the use of an employee referral program (ERP) or professional societies as the "best" methods.

While an ERP might preclude fulfilling affirmative action goals for full-time positions, we believe it is clearly applicable for three important reasons. First, existing part-time faculty know the work requirements, the generally low level of remuneration, and the pluses and minuses of the school's teaching environment. They are in a position to communicate accurately their perceptions to prospective applicants, which means that new prospects come in with a fairly clear understanding of the job. The second reason an ERP is preferred is that the part-time staff, most of whom are employed full time in the community, are in the best position to know other comparable professionals who might be seeking teaching opportunities. Finally, the third reason referrals are preferred is that they require the least amount of time of all of the various recruitment methods. Newspaper advertising or encouraging walk-ins yields many applicants, but the quality and turnover rate of individuals selected by these methods is inferior to referrals.

A relevant advanced degree and, when possible, prior teaching experience is particularly important, including teaching in business/industry. An advanced degree is necessary because of the professional "attitude" developed in graduate school, for example, a commitment to the discipline, appreciation of the value of research, development of library skills, self-confidence in handling theoretical and applied material, appreciation of the complexities of grading, and a framework for appropriate ethical behavior in teaching situations.

In addition, in work-related disciplines practical work experience related to teaching specialties is critical. We also recommend checking references over the phone and avoiding people who are primarily interested in supplementing their income with part-time teaching positions.

Training and Developing Part-Time Faculty

We use many activities to train, retrain, and retain effective part-time faculty. In the retraining stage, further resources are used to augment the regular training activities. Existing part-time faculty may also be used as resource persons in their areas of expertise in both the classroom and in faculty inservice training. Often, the part-time faculty brings expertise which simply does not exist within the department, for example, specialized legal knowledge of Equal Employment Opportunity (EEO). We have also found that the faculty member's actual work experience within a large non-academic corporation facilitates our training efforts within the department.

Several authors have written regarding the training of university faculty members, although few have addressed the training of part-time faculty specifically. While many of the same training techniques apply to both groups, the methods of training differ substantially. The time of these practicing professionals is very important and must not be abused. This fact must be kept in mind when designing training for such groups to achieve significant and lasting results.

According to Bergquist and Phillips (1978), the main components of faculty development, of which training is an integral part, are instructional development, organizational development, and personal development. Instructional development includes orientation and training, departmental support and resources, evaluation, training, and retraining. Organizational and personal development include team building, problem solving, discussions of teaching and its importance, and counseling as needed.

In training, we use departmental expertise and resources to provide inservice training for all new part-time faculty. An ideal way to initiate training is through providing an orientation/training meeting. While our basic philosophy does not allow us to demand that the part-time faculty attend advanced training sessions, we strongly encourage all part-time people to be present for such events. Departmental procedures, policies, and resources are discussed at length. Introductory training is accomplished through breaking into groups comprised of those individuals teaching each course. A department may be structured to provide a full-time faculty "leader" for each course, and the task of training part-time faculty becomes much easier to manage.

Course leaders assist part-time faculty members in providing support, resources, problem solving, and some counseling. The entire full-time faculty plan activities which address such items as team building and discussions of the department's philosophy and practices that emphasize the importance of teaching. Inclusion of part-time faculty in planning and implementing such activities, when possible, enhances their skills, increases commitment, and functions to socially integrate them into departmental life. In addition, a faculty member may wish to provide a part-time faculty "manual" which covers, in writing, all details relevant to the position. These manuals include syllabus samples, test samples, the important core of knowledge of the course, and other items pertaining to successful teaching.

Certain tasks can only be performed by the department chair such as corrective counseling of part-time faculty. Full-time faculty can provide orientation, initial training, and some counseling for part-time people; for example, what to do when other professors abuse time allotments for classes and delay a starting time. The persistence of such problems, should they occur, become action items for part-time faculty to address with the department chair.

The Evaluation Process

Both evaluation and feedback for training/development are critical to an effective overall process. Our experience has shown us that many of the problems and frustrations faced by part-time faculty can be readily overcome. Every effort is made during the training period to inform part-time faculty of the serious use of faculty evaluations to promote high-quality teaching. Purdue University makes use of the standardized CAFETERIA Evaluation System for its teaching evaluations. Each department selects a number of the two hundred items for gaining student input in the teaching evaluation efforts. We have found that fifteen questions, plus the "global"-required five items constitute an effective instrument. These evaluations are completed, anonymously, by students in the twelfth week of the sixteen-week semester. The faculty see the results early in the subsequent semester.

The part-time faculty are required to participate in our evaluation efforts. The department chair discusses the results with both the part-time and the full-time faculty; a

departmental average is shared with each faculty member so that a comparison can be made between the average and the individual faculty member. In this manner, the evaluation instrument can be used to target areas for improvement as well as to congratulate the faculty members on successful performance indicated by high scores in other items. Progress from semester to semester is monitored by the department chair and course coordinators. Repeated low teaching evaluations provide a signal that a part-time faculty member needs to be replaced. Consistently above average evaluations can be an indication which can be used to reward high performers.

The new faculty member's mentor, or faculty course coordinator, is the initial resource to whom the part-time faculty member can turn when questions, including evaluation queries, are experienced. In addition, other resources available to part-time personnel may be a part-time faculty handbook, the department chairperson, the department's secretarial personnel, and university-sponsored workshops on teaching. While evaluation may lead to terminating a part-time member's employment, clearly the focus needs to be on development and retraining.

Summary and Conclusions

From our efforts to recruit, select, and train highly qualified practicing professionals as part-time faculty, we have found that (1) much time and effort can be saved by investing energy in the recruitment of qualified potential faculty using the process we have described; (2) there is no short-cut to accomplishing the training of part-time faculty; (3) systematic evaluation of teaching effectiveness is essential in making not only the determinations regarding retention, but, most importantly, in retraining; and (4) all full-time faculty need to be fully involved in the process as a team effort. As a result, this process can greatly improve the likelihood of being able to provide the high quality educational experience we want for our clients, the students.

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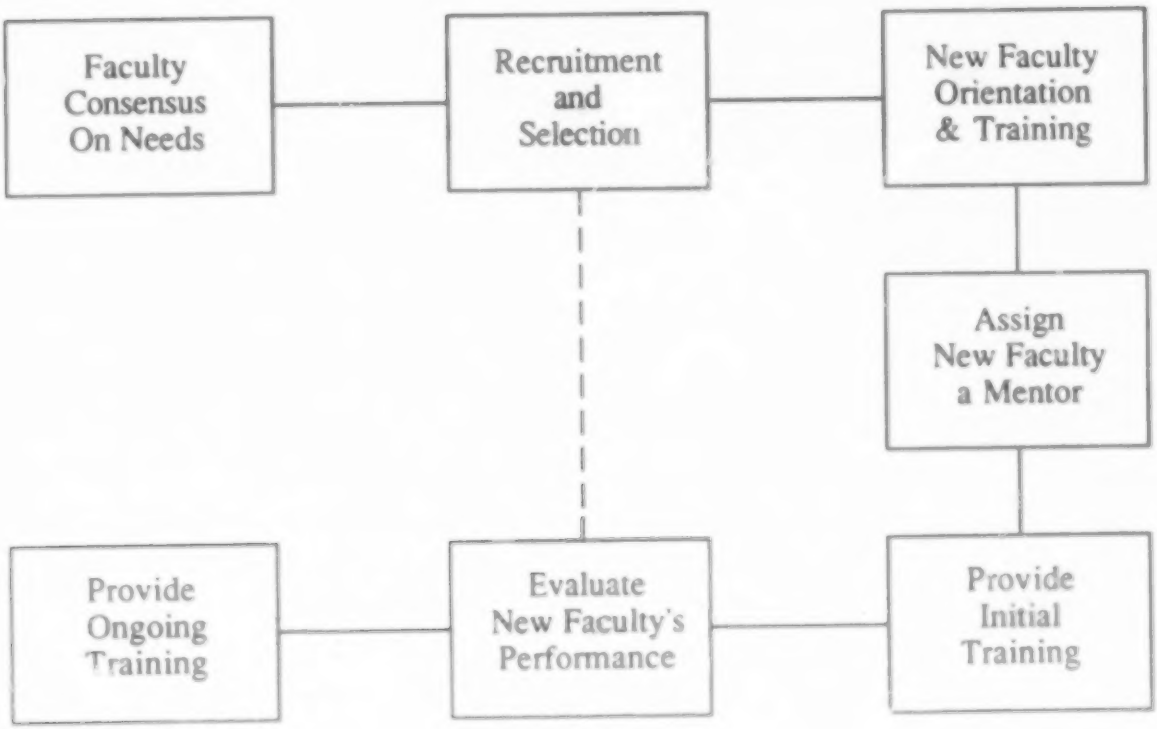
Table I
Faculty Recruitment/Selection and Training/Development Model



TRAINING-LETTERS: INSTRUCTIONAL SKILLS TRAINING VIA DISTANCE DELIVERY FOR PROFESSIONAL DEVELOPMENT OF TWO-YEAR COLLEGE PART-TIME FACULTY

Jack H. Shrawder
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The Problem

The use of part-time faculty can be a source of major problems for a college, as Hartleb (1986) has shown. Part-time faculty can seriously degrade the overall instructional quality of an institution if they do not establish high standards for student learning. This problem stems from a lack of knowledge of the institution's standards or from the confusion that results from teaching at several different institutions. Part-time faculty do not have the time to spend planning, reviewing, and evaluating their instructional methodologies; nor do they often have the opportunity to meet with their students out of class to provide extra help. In addition, the tenuous nature of part-time teaching contracts destroys the incentives for part-time faculty to develop innovative approaches to teaching and to improve their presentation skills. Hartleb also believes that part-time faculty may not fully participate in departmental activities for fear of expressing a dissenting opinion that would bias the full-time instructors against them should they ever apply for full-time teaching positions.

Lack of Training

Part-time faculty are skilled in their own occupational areas, but are often unskilled or semiskilled in the role of instructor. Training is therefore required to provide part-time instructors with information related to proper teaching methods, appropriate instructional technologies, classroom management techniques, and other instructor tasks. Whether part-time faculty also need education and development is a debatable issue given the short-term and specific nature of their employment. This issue is beyond the scope of this paper. The discussion in this paper will focus on training and how to improve its delivery to part-time faculty.

The Traditional Approach

The traditional approach to delivering training consists of scheduling orientation and training workshops. Some colleges require part-time faculty to attend, others do not. Pedras (1982) states that the most feasible means of delivering training to part-time faculty is in short-term on-campus workshops. These workshops should be scheduled during semester breaks or on weekends during the semester. According to his study of one hundred and ninety-two part-time faculty at Clark Community College, August, September, and January were the preferred months for attending staff development activities. Most of these part-time faculty also preferred seminars lasting no more than one day. They also seemed to favor attending on-campus meetings. Pedras recommended furnishing refreshments and meals with these workshops. He suggested that several workshops could be scheduled during the year and part-time instructors could be given the option of attending the ones that best fit their particular needs.

This seminar approach presents several major problems for institutions and instructors. First, it is very difficult to find a time when all part-time faculty can attend seminars and orientations; varied work and teaching schedules cause many irreconcilable conflicts. Second, seminars require significant investments of staff time and budgets to design, develop, and present. Each college is forced to reinvent the "training program wheel" with staff who are often pulled from other duties and who do not have the time or funding to properly develop, deliver, and evaluate training. In addition, only a limited amount of content can be delivered in the typical half-day seminar. Colleges may also find it difficult to include the wide range of information needed by part-time faculty employed in diverse areas such as continuing and vocational education Also, adequate follow-up training is rarely provided in the traditional one-shot seminar approach.

The Training-Letter Approach

Fortunately, a non-traditional approach holds promise for improving part-time instructor training effectiveness and efficiency. A recent survey by the Roper Organization in its *Public Pulse* newsletter confirms that busy professionals especially enjoy picking up new information by reading periodicals and books. Training-letters are in sync with this trend. The training-letter is based on the premise that good training materials can teach

knowledge and skills. Distance delivery of training and education is growing in popularity and diversity, and training-letters are just another form of print-based instruction delivered as needed directly to the work site. Training-letters are ideal for reaching populations with diverse work schedules, locations, and length of employment.

This special-purpose periodical combines the content of a training manual with the flexibility, cost effectiveness, and regularity of a newsletter. Training-letters offer specialized information to practitioners in a clear, concise, and highly readable format. They provide step-by-step instructions designed to assist instructors in the completion of job-related tasks. Training-letters also contain job aids that help instructors to fulfill their instructional duties. When created with sophisticated desktop publishing equipment, text information can be combined with graphic information in an informative and attractive page layout that arrests and holds a reader's attention. Creative formats encourage readers to quickly scan the letter for the specific how-to information that is most needed. Also, these periodicals store compactly and can be easily referenced, and production costs are quite moderate. At least one commercial training-letter dedicated to part-time instructor and teaching assistant training is available. *The Adjunct Mentor*, which can be individualized for each institution, is available from Pentronics Publishing, 6 Clover Leaf Ct., Savoy, IL 61874.

Training-Letter Design

The production of a training-letter begins with the design and construction of specific articles forming a pool of materials that is ready for an editor to screen and mold into the final design. Training-letter articles evolve from five areas of special knowledge that are combined to produce an article that achieves a specific training objective. These five areas of special knowledge are detailed in the following sections.

First, if the training is to be practice-based, a knowledge of instructor competencies is required. The International Board of Standards for Training, Performance, and Instruction (1988) has developed a list of instructor competencies that provides a basis for many training articles. The competencies are as follow:

(1) Analyze course materials and learner information.

(2) Assure preparation of the instructional site.

(3) Establish and maintain instructor credibility.

(4) Manage the learning environment.

(5) Demonstrate effective communication skills.

(6) Demonstrate effective presentation skills.

(7) Demonstrate effective questioning skills and techniques.

(8) Respond appropriately to learners' needs for clarification or feedback.

(9) Provide positive reinforcement and motivational incentives.

(10) Use instructional methods appropriately.

(11) Use media effectively.

(12) Evaluate learner performance.

(13) Evaluate delivery of instruction.

(14) Report evaluation information.

These fourteen competencies can be used as a check list for researching, designing, and selecting training-letter articles and planning for development of the training-letter's curriculum.

The second area of special knowledge comes from on-the-job experience as a college instructor. Part of the content of a training article usually arises out of the personal experiences of authors gained from working as instructors in higher education. Authors who can relate to instructors' day-to-day experiences produce training that better relates to the variety of needs of part-time instructors and is adapted to the special environment of the college classroom, laboratory, shop, and clinic.

Every training article must be steeped in the basic principles of teaching and learning. Authors should have had formal training in the basics of adult learning theory. In addition, authors should be familiar with tenets of instructional design, classroom communication, and evaluation and measurement.

Since some training articles should also incorporate the latest developments in education and training, authors must develop research interpretation skills and continually survey research journals, professional periodicals, books, and professional publications. This search for knowledge should cover materials produced by experts in the field of human resource development as well as those in the fields of education and psychology.

Finally, articles ought to contain knowledge gained through experience in evaluation and training of part-time instructors. These experiences ensure that training articles are written with the specific needs of part-time instructors in mind. Authors who have trained instructors know that their needs vary according to their teaching experience and their course assignment. They also know that experienced instructors need to receive a continuous flow of tips and techniques that help them remain innovative and inspired. Good training-letters teach positive attitudes toward instruction and learning as well as skills and knowledge. Authors who have evaluated classroom instructors gain an invaluable perspective on the precise information that part-time instructors most need and on how best to package that information.

Graphics contribute greatly to training-letter effectiveness; they add emphasis, clarity, and a second dimension to the training message. Using computers, graphic artists create appropriate illustrations and visual symbols for each article. Some visuals serve to capsulize an article's main ideas, while others take the form of a job aid. Job aids are tables, charts, graphs, check lists, and forms designed to help instructors apply new knowledge.

The final design step involves selecting articles and graphics and combining them into lessons to be read as articles. Lessons are now final-edited for length as illustrations and text are fitted into the available space. Headers, reverses, pull quotes, boxes, screens, captions, and rules are added at this point. Fonts, type style, type size, and leading modifications enhance readability. Desktop publishing systems allow the editor to create the final layout electronically and to print a camera-ready copy on a laser printer or phototypesetter. The printing process used depends on the number of copies desired. Offset printing is more economical than standard duplication processes when large quantities are needed.

Advantages

Training-letters offer the following advantages over other kinds of part-time instructor and teaching assistant training methods:

(1) Training is relevant because content is created by authors with college instructor experience who are knowledgeable about good instructional practices.

(2) Training is continuous and provides new knowledge as well as reinforcement of institutional training programs.

(3) Tips, techniques, and how-to articles are supplemented with job aids.

(4) Newsletter format attracts reader's attention and is easy to store.

(5) Desktop publishing systems can be used to create training-letters that are flexible yet low in cost.

(6) Training-letters integrate part-time faculty by providing an ongoing communication link to the profession of college teaching.

Evaluation

Pentronics Publishing now has a year of experience providing a training-letter for part-time faculty and teaching assistants. A survey was administered with the December 1989 issue—the final issue in the first year of publication. Preliminary results are very encouraging. Readers were asked to rate the ability of *The Adjunct Mentor* to improve instructor performance. Five response options were listed: very important, somewhat important, not very important, not important, and no opinion. Forty-seven percent rated *The Adjunct Mentor* "very helpful," and fifty-three percent rated it "somewhat helpful." As of this writing, there were no negative nor no opinion responses on this question. Nineteen surveys have been returned to date. Especially encouraging are the positive reader comments that have been received.

Part-time faculty as a group comprise a substantial number of instructors whose instructional expertise and skills can affect either positively or negatively the overall quality of instruction. Teaching involves successfully accomplishing a wide variety of tasks. Part-time faculty who lack the requisite skill and knowledge need training or they will fail to accomplish one or more job tasks. Traditional methods of developing and delivering training to part-time faculty are difficult to apply successfully to large, diverse populations.

Training-letters offer a new approach by packaging the training information in flexible, printed materials that can be delivered at reasonable cost to all part-time faculty and teaching assistants.

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AN ASSESSMENT PROGRAM ENHANCES FACULTY DEVELOPMENT

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Introduction

Assessment programs are not new. Educational institutions use basic skills tests to place students in appropriate classes, and they use proficiency and Advanced Placement tests to defer students from other classes. Colleges test for effectiveness remediation, outcomes of student knowledge, and achievement in a subject field; they also ask students to evaluate instructors, courses, advisement, and campus services. Some programs require exit or comprehensive exams. In the community college, assessment is useful to help students learn and to help them make choices about careers, programs, and courses.

Realizing that assessment is destined to go beyond the placement testing currently used in my college, faculty in my department have been learning how assessment affects teaching and learning and how it can improve instruction. We have always known that standardized tests do not necessarily match existing educational programs and curriculum. We also knew that many assessment programs evaluate only outcomes, so we agreed that if assessment was to become part of our department proceedings, we wanted to design our own program of assessment consistent with our instructional goals. We realized that an effective assessment program should answer teachers' questions about teaching and learning.

A committee of faculty members that was mandated to develop an assessment program in our department designed a three-year pilot study to study a variety of assessment options and to provide information about student performance and learning that would be useful in improving instruction, programs, and student ability. This pilot has produced unexpected results: professional growth, especially of the participating part-time faculty, and increased interaction between the full- and part-time instructors.

I am a part-time instructor in an English department of about sixty faculty members, two-thirds of whom are part-time. I am also the part-time faculty representative on the committee that developed our assessment program, a program designed to assess student

writing abilities at the end of English 101, First Semester Composition. This is an ongoing process that involves the entire faculty throughout the semester, using a variety of assessment modes and studying student performance. Our program is unique and attractive because faculty members may choose an assessment mode that is most compatible with their teaching styles. However, I must emphasize that the goal of the program is to produce information about student abilities in order to improve instruction, not to evaluate individual students or faculty effectiveness. Also, while ours is a writing program, the process of our research can be applied to most educational programs.

The Assessment Program

- *Assessment Committee Tasks*

  The scope of our assessment program requires that members of the assessment committee have release time or, in the case of the part-time faculty member, work under a special contract. As a result, we meet every week and have time to carry out the tasks of the research. We have established our role as a committee to include increasing our own expertise of assessment, making assessment materials available to other interested faculty members, guiding the research, drafting the final reports, and creating a basis of communication with part-time instructors. Frequent meetings of our group have produced unexpected results because the joining of part-time and full-time faculty in department-wide activities has blended the skills and expertise of instructors who generally have little or no contact with each other. A richer, fuller faculty has emerged since the beginning of the assessment program.

- *Procedure of Assessment Program*

  Faculty members who teach a selected course choose one of four modes of assessment to use during the semester as their part of the research. Some instructors select the mode that reflects their teaching styles or course structures; others select a mode to work in collaboration with particular colleagues. In addition, instructors may choose different modes each semester to gain a variety of information about their students and their own instruction. At least one member of the assessment committee works with each group of faculty members, guiding the research and coordinating activities.

- *Assessment Modes*

We offer four assessment modes in our program: a common final, a common assignment, portfolios, and an individual option. Each of the modes, except the individual option, brings faculty members together to discuss teaching and learning. While each of the modes differs in its aims and resulting information, the combined information helps instructors appraise student learning and determine how to improve that learning.

After instructors determine which mode they will use, they meet early in the semester with other instructors who are using the same mode to establish assessment procedures. To begin with, each group sets its own goals and objectives; then, group members decide on the specific classroom activities to achieve those objectives.

- *The Common Final*

The common final is typical of most college finals—the student enters the test period having studied or prepared for the exam, but performs extemporaneously. All of the students in classes using this assessment mode take the same exam, which has been prepared by the assessment committee and the participating faculty members. The group using the common final collaborates to select a topic, find appropriate readings, write exam questions, and decide on the overall exam procedure. Exam questions reflect required department competencies for the course. Instructors grade their own students' exams and are solely responsible for test scores and final grades, but they relinquish the exam papers, unmarked and anonymous, for use in the assessment research. At the beginning of the following semester, the entire faculty attends an assessment workshop and holistically evaluates a sample of the exam papers. One of the results of the workshop is a body of information about student ability at the completion of the course, information that helps us to evaluate instruction in the department.

- *The Common Assignment*

In this mode, faculty design an assignment for participating classes that asks students to use what skills and knowledge they have learned during the semester. Students complete the assignment as they would any other assignment for the class, but they are evaluated according to how well they have mastered the course

competencies. Once the instructor hands over student work for assessment, it remains anonymous. Faculty participating in this mode establish a scoring guide based on a small sample of completed assignments. In order to do this, they rank the sample assignments from the best to the worst performance. The ensuing discussion among faculty, which in our case focuses on what is good writing, is one of the most valuable results of our work group. When instructors articulate how they make judgments, they are really describing what values they hold in making those judgments. Once a scoring guide is written, the instructors score all of the students' work. Each assignment is scored by two instructors, no one grading his or her own students' work. The group prearranges the use of the scores—whether for research only or as part of the students' grades.

- *Portfolio Assessment*

In this mode, participating students submit portfolios of their work completed over the semester. Because of the nature of portfolios, this kind of assessment is limited to courses in which work can be submitted, revised, and resubmitted, and in which the entire portfolio is submitted for final evaluation late in the semester. Those using this mode of assessment work in small groups. Ideally, they meet prior to the semester to decide what assignments will make up the portfolio, how the portfolio grade will affect the final grade, and what procedures they will use throughout the semester to coordinate classroom activities with assessment activities. Instructors evaluate the anonymous portfolios of their colleagues' students. This method of assessment changes the role of the instructor from judge to coach and creates an amiable, non-threatening learning atmosphere. One of the major strengths of this assessment is that full- and part-time instructors initiate a dialogue on instruction and student learning. This exchange of information inevitably leads to more conscientious teaching.

- *Individual Option*

For those instructors who are compelled to work in the traditional modes of evaluating their students in the classroom without necessarily assessing their courses, our program offers this option. Interestingly, some instructors who started out choosing to work individually have since joined one of the assessment groups.

- *Assessment Day Program*

  For the assessment program in our department to be effective, the assessment committee schedules a full-day workshop of assessment activities in which faculty develop guidelines for evaluating student performance and establishing assessment objectives for the semester. The program occurs at the beginning of each semester, and all full- and part-time faculty are required to attend. Because instructors participate in the workshop at the beginning of the semester rather than at the end, they can immediately use what they have learned for course planning and instructional development. Because our college regards the pilot assessment program, including the assessment day activities, as professional growth, faculty receive compensation for attending the workshop; resident faculty deduct eight hours from their required advisement time, and visiting faculty received an hourly rate for the day.

  One half of the day's activities involves assessing students' abilities at the completion of the selected course, Freshman English. The second half of the day involves discussion of the four assessment modes, reporting of assessment activities from the previous semester, and establishing assessment objectives for the current semester.

In order to assess student abilities, faculty members meet in small groups to develop a scoring guide for use in evaluating the common final exam papers from the previous semester. Instructors establish anchor papers by reading a sample of twelve to fourteen papers, ranking them from strongest to weakest, and discussing what distinguishes good work from poor work. Instructors then separate the papers into groups according to features they have in common. They write a scoring guide corresponding to the four categories. The working groups of instructors assemble to collaborate on one scoring guide for the same set of sample papers. All of the instructors then use the single scoring guide to evaluate a large sample of exam papers. They read all exams twice, and papers with divergent scores receive a third review. This holistic scoring procedure creates consistency in evaluating a body of student work, producing a clear picture of student ability.

The collaboration that occurs during the workshop is important because it stimulates dialogue among faculty members. Instructors work together and discuss their courses. In

our program, we assess Freshman English, and our conversation is about writing—specifically, what is good writing. After participating in the assessment activities, many of us learn more about student writing than we have ever known, and we have a definite standard on which to base our classroom evaluations. As visiting faculty, many of us feel for the first time the exhilaration of sharing our ideas with other instructors.

An assessment program affects both teachers and students. When teachers discuss student work with other teachers, they clarify the values on which they base judgments, making it easier to articulate judgments for students. Students, in the meantime, realize the credibility of multiple-section courses. While instructors may differ in their teaching styles, they share the same course goals and objectives and the same standards for good student work. An assessment program opens lines of communication among instructors, who benefit from each other's knowledge and become more conscious of their teaching and their students' learning. Part-time instructors are affected by the program in additional ways. Because of their new involvement in the department's objectives to improve instruction and enhance students' abilities, part-time instructors contribute to the strength of the faculty and become visible and viable members of the organization.

THE ESL STUDENT:
STRATEGIES FOR MEETING THEIR NEEDS

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Background

The demographic composition of Sacramento City College, like many other colleges, is undergoing a transition. Minority students, especially those who have English as their second language, comprise the most rapidly growing segment of the student population at the college. Minorities represent forty-seven percent of Sacramento City College's current student body, and there will probably be no "majority" ethnic group in a few short years. Within this emerging student body, Asians and Hispanics,who represent the most rapidly growing groups, often have a limited facility with the English language. The impact of this shift in language is an increase in English as a Second Language (ESL) courses at Sacramento City College. The Asian population's composition is especially unique in that increasing numbers of Indo-Chinese Asians have recently immigrated into the area, a group which is significantly different in both language and culture from the area's traditional Chinese and Japanese population.

This shift in demographics has had a profound impact on the delivery of vocational education and employment training programs at Sacramento City College. Two major challenges have faced the faculty of the college. One is the visible language barrier between the faculty and the students. The second, which is both a more subtle and more critical issue, is "cultural conflict" which has led to misunderstandings and miscommunication. These cultural and language barriers have an impact beyond the classroom because the students must still attempt to integrate themselves into a labor market which is not always equipped to deal with their language and their cultural differences.

This shift in the demographics of the college's students has important implications for both the college and the employers of the area. The obvious problem for the college is that students find it much more difficult to be successful in their classes. However, there are also implications for the workforce in the near future. Workers may enter the labor market with a language barrier which significantly hinders their success and productivity on

the job and they may be unable to acquire the necessary training to compete successfully for the types of jobs which have higher pay and longer term career potential.

In order to address the needs of Sacramento's changing student population and workforce, the college has initiated a strategy to insure the future success of this emerging student body. This process has evolved and developed over time into a more comprehensive and potentially more successful program beyond that originally envisioned.

Planning and Development

Early college efforts at addressing the "ESL Problem" had been directed at the ESL students themselves through tutoring and specific courses. However, it was perceived that the faculty also needed assistance, preferably through a formal training program. A planning process was initiated with an advisory committee of interested and concerned faculty. The faculty advisory committee insured that whatever form the inservice took, it would be directed at meeting the perceived needs of the faculty. A coordinator was identified to insure that a comprehensive plan was developed and to provide sufficient support to handle the anticipated complexity of the project.

At the same time the advisory committee was identified, the coordinator started a search for resource materials and consultants. Potential presenters were brought to the campus to meet with the advisory committee to clarify the nature of the problem and to do an initial assessment of college programs. Faculty were recruited in the Spring to participate in the training program, which was scheduled just prior to the start of the Fall semester. Participating faculty were queried on their perceived needs and a handbook was developed which would function as a "text" for the inservice program. A follow-up workshop was scheduled during the semester break to assess progress and to present additional material. An evaluation process was developed as a follow-up to the initial workshop to provide the basis for the content of the follow-up workshop.

Faculty Inservice

Phases I and II of the project consisted of two workshops—a two-day workshop during the summer and a one-day workshop during the semester break. The first group (Phase I) consisted of full-time faculty, but the second group (Phase II) included a large proportion of part-time faculty. The first workshop focused on the language and the cultural barriers facing the ESL student and helped faculty to develop customized teaching strategies to meet the unique needs of the students. Several short afternoon workshops were scheduled for the Fall semester so that the participants could share the impact of their modified teaching strategies.

A team of vocational and ESL faculty was also formed during this period to open up communication between these groups. They found common goals and frustrations and this effort helped to bring better focus to the midyear workshop. As a result of the short afternoon seminars and the vocational/ESL faculty team, this second workshop shifted its focus to cultural conflict and its resolution.

The evaluation process identified the need for additional components in the second workshop. A solutions grid grew out of the first summer workshop evaluation and identified the efforts needed to insure that the problem was addressed. Two major thoughts ran through the solutions grid. First, there was a continuing need for vocational and ESL faculty to become more cognizant of their mutual needs and the capabilities and goals of their programs. Second, there was a need to refine both the ESL courses and the counseling program to better meet the needs of the vocationally oriented ESL students. This grid helped focus Phase III, a VESL curriculum and Phase IV, a VESL Counseling/Orientation program.

Vocational ESL (VESL) Program

Phase III was the development of a Vocational ESL course. An ESL instructor was identified to do the primary course development with vocational faculty acting as resource consultants. The VESL course was based on an existing ESL course, but the course content was modified to include specific vocational content. The course was classroom

tested during a summer session and was fully implemented into the curriculum in the Fall of 1989.

The major theme of the first VESL course was Listening Comprehension. This content, including illustrations and hands-on-material, was taught with a vocational emphasis using common terminology. The course was not intended to substitute for any part of the vocational program content, but, rather, was offered as a more relevant and understandable vehicle to improve listening comprehension for the vocational major.

There will be several VESL courses when the curriculum development is completed. The initial course will include traditional vocational trade content with a focus on the Aeronautics and Electronics curricula. The second course will focus on Business terminology. Future development may include oral communications for ESL students such as job interviews and communication at the worksite.

VESL Counseling and Orientation Program

One of the major problems identified during inservice was the lack of participation by vocational students in the ESL program. In spite of program and course prerequisites and an existing assessment and counseling program, ESL students were short-circuiting the system and enrolling directly into vocational courses. The result was frustration on the part of faculty and limited success on the part of the students. In order to insure a higher and more beneficial level of participation in appropriate and necessary ESL courses, an enhanced and expanded counseling/orientation/assessment program is being initiated. Under the direction of a task force consisting of counseling, ESL, and vocational faculty, a pilot program will be implemented. It has the following components:

- *Early identification of ESL students in the admissions process*
  This phase will be accomplished through identification on the application form and personal identification by counseling staff during student orientation, which is now a mandated activity at the college.

- *Use of multiple assessment instruments*

  Multiple assessment instruments, including those specifically designed for ESL students, will be used to more accurately determine a student's English proficiency. These enhanced measures will be used in conjunction with other counseling activities to promote enrollment in ESL courses for those students who need them.

- *Targeted orientation and counseling*

  ESL students who are identified through the identification process will be referred to specialized orientation programs. These programs will be designed to meet the specific needs of ESL students and emphasize the need for appropriate assessment and proper ESL instruction.

- *Other activities*

  In addition to those mentioned above, several other activities will be used. The VESL curriculum, as described above, will insure that more program relevant material is available in the ESL courses, making them more attractive to the ESL students. Vocational faculty will continue to work with ESL and counseling faculty to refine program and course prerequisites and corequisites to insure that ESL students have the foundation needed to succeed in these programs. Last, ESL tutors and other instructional resources will be available to provide the additional support needed by the students.

The goal of these activities has been to insure that the ESL students acquire the foundation needed to succeed in their vocational courses and, ultimately, in their chosen careers. Additional information on this program is available from the authors at Sacramento City College, 3835 Freeport Boulevard, Sacramento, CA 95822.

A COMPREHENSIVE PROFESSIONAL DEVELOPMENT PROGRAM FOR PART-TIME FACULTY

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Introduction

Currently, Johnson County Community College (JCCC) has approximately two hundred full-time and four hundred part-time faculty. Because JCCC relies so heavily on part-time faculty, a comprehensive professional development program is essential. With an enrollment of over twelve thousand students each semester, JCCC has recently implemented an administrative structure which will maximize the contact adjunct faculty have with their immediate supervisor. Consequently, each of the six academic divisions has programs which typically consist of two to four departments of varying sizes. Each program has a director who is a full-time administrator responsible for the day-to-day operation of the program. The program director reports to an assistant dean responsible for the overall operation of the division, and the assistant dean reports to the dean of instruction. Relevant to part-time faculty, the program director is the key person.

JCCC also has a full-time director of staff development. This person is in no way involved with the supervision of part-time faculty, but is responsible for making available professional development activities and resources for them. The director of staff development works closely with program directors, assistant deans, and the dean of instruction to find out what training and support is needed for part-time faculty.

Pre-Service Orientation

As defined in this paper, "pre-service" refers to activities that took place or information that was shared prior to part-time faculty actually beginning their teaching. Orientation of part-time faculty originates at the point of hiring by the program director. Once the hiring process has been completed, the orientation begins. In essence, this initial orientation is geared to introducing part-time instructors to, among other issues, their conditions of employment, personnel requirements, policies and procedures, and, most importantly, to the course(s) to be taught. In a typical one-hour session, the program

director will provide the new part-time instructor with an overview of the course to be taught, including an explanation of the course content, number and type of assignments, grading standards, and departmental guidelines. A number of documents are distributed at this point, including a course outline, program guide, textbook, campus guide, and staff handbook.

Orientation Meeting

Prior to the beginning of each semester, the director of staff development, with input from academic administrators, sponsors an orientation evening for part-time faculty. This orientation has been streamlined over the years to a point of delivering an appropriate mix of information and opportunity for socialization. A featured speaker at this group orientation session is the director of institutional research, who provides a concise overview of the demographics of the college and its students. The latter is especially important because many part-time faculty have worked at a community college before and are unaware of the student profile. Getting an idea of the profile of students has proven to be important and helpful to the faculty. The student profile is also used by program directors to discuss the importance of varied teaching strategies, testing, expectations, and other issues that may be reflected in the classroom.

A second component of this large group orientation is providing a packet of information about the college to the part-time faculty. Included in the packet are brief explanations of college policy regarding student privacy and a drug free workplace, as well as college resources to support teaching. In essence, this large group meeting serves the primary purpose of providing a broad-based orientation, with specific details reserved for later.

Following the large group meeting, part-time faculty meet with their program director for a more in-depth orientation. This forum allows for additional socialization because the part-time faculty have an opportunity to meet their own departmental colleagues. Much of this session is devoted to a follow-up to the initial orientation at the point of hire, or questions arising during the large group meeting. By this point, part-time faculty will have had time to read the materials given them as well as to start work on their classes. The rest of the meeting is spent discussing college-wide issues detailed in the

faculty handbook and focusing on teaching in specific content areas. Teaching support services such as office space, duplicating services, audiovisual services, and library support are also explained. When the part-time faculty leave this meeting, they are well aware that they will receive much support for their teaching at the college. They will also be aware of the various forms of staff development available to them.

The Faculty Handbook

The faculty handbook, given to the part-time faculty at the point of hire, contains a great deal of information. It has become a key to the total orientation process. In addition to explaining college policies and procedures relevant to faculty, the handbook also contains detailed information about how to use support services, a copy of the classroom observation form, a sample course outline, and answers to the most often asked questions. With the implementation of the handbook a few years ago, the whole process of orienting part-time faculty has become much less unwieldy and more focused.

Inservice

As defined in this paper, "inservice" refers to professional development opportunities or training made available to adjunct faculty during their employment at the college. The purpose of all inservice is to assist part-time instructors in their teaching and to support them as professional educators. Such support comes in various forms. For example, a number of years ago the college made the commitment to provide office space for part-time faculty. While such space is not ideal, each division has a designated office where part-time faculty can go to work, hold office hours, and meet with students. It also provides an environment that enhances the faculty members' sense of belonging.

Professional development activities of various types are available to part-time faculty, including workshops on such topics as effective teaching, test construction, writing across the curriculum, and computer training. In addition, part-time faculty have access to the Life Fitness Center. They may also receive some financial support for travel or special projects. Both may be funded at the departmental level or by the staff development office through its Small Grants Committee. If funds are requested from the

latter, part-time faculty must complete an Individual Development Plan, which details their goals for the year, and they must complete the Small Grants Application Form. Completion of these two documents is also required of full-time faculty. In fact, within limits, part-time faculty have access to the same professional development opportunities as do full-time faculty.

One of the most significant professional development opportunities available to part-time faculty is tuition reimbursement for themselves and/or their children. This benefit provides adjunct instructors with tuition reimbursement for the same number of credit hours they teach each semester.

As in the case of pre-service, the key person for the part-time faculty during inservice is the program director. Because of the proximity of the offices of part-time faculty and their program director, some contact and communication are likely on a daily basis. Consequently, the open door philosophy is a reality. In addition to daily contact, program directors invite all part-time faculty to attend departmental meetings and may include them on committees.

One of the key elements of the inservice program is the class observation. Each semester the program director sets up a series of classroom visits so that part-time instructors are observed teaching—a practice followed for full-time faculty as well. The program director completes an observation form, which is the basis of a follow-up meeting. At this meeting, the program director discusses with each part-time instructor what was observed and offers both praise and suggestions for improvement. While time consuming, the classroom observations are viewed as important and are done each semester.

Another component of the inservice program is student evaluations, which are also taken on a semester basis. When the results of the evaluations are returned, typically prior to the beginning of the next semester, the program director distributes them. Depending upon individual results, the program director may offer an invitation for discussion or some faculty may be called in to discuss the surveys. In either case, the discussion focuses on the positive, but may include suggestions for improvement.

The sense of belonging factor is emphasized in virtually everything a program director does. For example, part-time and full-time faculty share the same mailroom. Other division amenities such as coffee service or lunch areas are available to adjunct instructors. Offices of both groups are situated in close proximity to promote interaction. Full-time staff are encouraged to be helpful to part-time faculty. Overall, efforts are made to see that part-time faculty are made to feel that they are an integral part of the college.

Communication

The college has numerous publications each month, including copies of articles, in-house newsletters, and staff development announcements. Routinely, part-time instructors receive copies of these publications. The result is that they know what is going on at the college and what is available to them.

A Dynamic Problem

JCCC's professional development program is good, but not yet good enough. It is always in a state of flux in an effort to improve it. For example, the videotape about the college that was formerly shown at the orientation each semester is now dated and must be revised. The orientation itself is moving more toward having the bulk of it take place at the program level as opposed to the large group session. Further, our efforts are not necessarily uniform within the various divisions of the college; continuity must be addressed. The last time part-time faculty were surveyed to see if their needs were being met was in 1985. We plan to distribute another survey in the Spring 1990 semester. Results will be used to further refine the professional development program. A task force has been appointed to review current practices and procedures related to adjunct faculty. Recommendations forthcoming from the survey and the task force are expected to be comprehensive.

FULL-TIME SYNERGISM FOR PART-TIME FACULTY

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While a universal definition for part-time faculty has yet to be crafted, there is no doubt that these members of the teaching profession are of crucial importance to higher education. These day and evening moonlighters comprised one-third of the total postsecondary faculty totals as the 1980s began and are more heavily concentrated in two-year institutions where the rate may exceed fifty percent—perhaps because these schools are more likely to be enrollment driven (Leslie, Kellams, & Gunne, 1982). In turn, this latter group has recognized the needs of part-time faculty and made an effort to respond.

A small percentage of part-timers may actually put together full-time employment by circulating among two or more institutions in any one term as a means of hoping for a career appointment. However, the vast majority of part-time instructors are secured from three major categories: business and industry, education, and housewives (Turner & Phillips, 1981). These sources, along with the use of full-time faculty on overload assignment, have generally provided an adequate supply in fulfilling institutional needs for part-time faculty, except in certain sparsely populated rural sites and in urban centers where intense competition may exist among several local colleges and universities.

The availability of these persons as part-time instructors provides distinct advantages to the employing institutions:

- budgetary assistance since there is generally limited responsibility for fringe benefits and usually a reduced pay scale with minimal commitment of office space,
- current experience in technical fields, useful linkage with community, and prospects for full-time openings. (Turner & Phillips, 1981, p. xii)

However, there are substantial disadvantages of such use which must be weighed carefully, including

- limited time for counseling, advising, tutoring, mentoring,
- (suspect) dedication to assignment since teaching is not number one priority, and

- little vested interest in institution (Turner & Phillips, 1981, p. xii).

Part-timers themselves express their reasons for accepting positions which some characterize as second-class with two main descriptors—intrinsic motivation which brings a sense of enjoyment, fulfillment, and/or revitalization and professional benefits through recruiting potential and maintaining technical credibility. Less frequently mentioned are the hope for a full-time position and the economic factor (Leslie, Kellams, & Gunne, 1982).

Sinclair Community College, with over seventeen thousand students on an urban campus in Dayton, Ohio, has a full-time faculty complement of two hundred and seventy-five and a part-time roster of twelve hundred lecturers approved for teaching. As many as five hundred of those may be assigned during a Fall term. Recognizing a responsibility to both this part-time cadre and the student body, the college has long supported orientation and professional development for this contingent so vital to the mission of the college. In meeting this obligation, a comprehensive program to provide support for part-time faculty is built around three components: the academic department, a campus-wide committee, and the Division of Continuing Education. This triad, working both independently and cooperatively, forms the foundation for the various program elements.

Recruiting part-time faculty is not often necessary since applicants generally come forward from the greater metropolitan area. Any overtures that are made usually come through personal contacts by college personnel. However, the actual selection process is the responsibility of the individual academic departments. Full-time faculty in each department set the desired qualifications and designate a screening committee which interviews candidates and makes recommendations to the dean, including courses which could appropriately be taught. Each application is also reviewed by the Dean of Continuing Education who has overall administrative responsibility for part-time faculty and by the Equal Employment Opportunity Officer. Upon completing this process, successful applicants are entered into the pool of part-time faculty available for assignment. Each is sent a welcoming letter accompanied by a copy of the part-time faculty handbook.

The department chair draws from the list of part-time faculty approved for that department as instructors for particular courses that are needed. As soon as the course section is assured of running, the chair appoints a full-time colleague who has agreed and has been trained to serve as mentor during the initial term. While assignments are a

departmental duty, responsibility for the mentor program is housed within the campus-wide Part-Time Faculty/Mentor Committee.

Evaluation of instruction is also a responsibility of each academic department which prepares an instrument deemed appropriate by full-time faculty. This instrument is administered by mentors for first-term part-time faculty and by a representative of the Division of Continuing Education in subsequent terms. Each part-timer is expected to be evaluated once a year and the results are reviewed by the department chair and the individual part-time colleague.

Professional development sessions may be presented by individual departments to which part-timers are invited. However, such inservice opportunities are not universal and are more likely to be offered only by the larger departments. Most professional development activities are a function of the Part-Time Faculty Committee. This campus-wide committee plays a crucial role by developing and monitoring programs specially designed for part-time faculty. On a two-year rotational basis, the committee is chaired by an academic dean who thereby becomes an ex officio member of the college-wide professional development committee which provides funding support. A major effort of the Part-Time Faculty Committee has been the preparation of a Lecturer Handbook containing general information about the college as well as administrative policies and classroom support. Undergoing its third revision, this manual provides a pre-service link with newly approved part-time faculty and continues to be a valuable resource during teaching assignments.

A mentoring program conducted by full-time faculty for part-time colleagues in their first term of teaching has been a particularly beneficial effort. Recognizing that commitment and training contribute significantly to a successful mentoring experience, mentors are all volunteers who have completed training requirements. Initially, in order to provide sufficient mentors from each academic department, scheduled training sessions were offered. Training now is accomplished by a campus-produced videotape allowing flexibility and consistency as new mentors are processed. A mentoring guide prepared through the efforts of committee members also continues to be a useful resource for mentors. Mentors are designated by department chairs from the approved list when a part-time faculty member is assigned for the first time or when a new course prep is required. Mentors assume the responsibility of contacting protégés to share syllabi and teaching tips.

answer questions, and give colleagial support. They must make at least two classroom observations and, after conducting a student evaluation, review results with their protégé. Mentors are recompensed as an increment of the part-time credit hour rate and may work with up to six protégés in any term.

For several terms, two orientation sessions were conducted to introduce new part-timers to college administrators and review pertinent policies and procedures. However, because of difficulties in scheduling times when part-timers were available, these sessions have been discontinued. Instead, the college is considering a videotape that would become a required check-off within the mentoring program.

Finally, the Part-Time Faculty Committee is responsible for an essential element of the part-time faculty upgrade program. This program offers a salary increment and title step up with the satisfactory completion of thirty credit hours of teaching assignments and twelve hours of professional development. The latter requirement can usually be achieved by the time the teaching hours are accumulated by attending sessions planned and offered each term by the committee or, alternately, activities conducted by the college-wide professional development committee or individual academic departments. This program not only emphasizes the importance of professional development, but also furnishes an opportunity to demonstrate instructional techniques and present current issues in higher education.

Another major component of this comprehensive program—the Division of Continuing Education—provides the structure that enables the system to function. This division maintains records for all part-time faculty, including all course assignments, notation of professional development points, and evaluation data. It also prepares schedules for on-campus evening and Saturday course offerings as well as all off-campus sections. This office functions as a contact point for part-timers for support services such as supplies, duplication needs, and emergency messages. Individual mail boxes for each part-time faculty member are located at this site, which also serves as a drop-off where students can turn in or pick up assignments. Also, through this office, evaluation instruments are administered on an annual basis, payroll for courses scheduled through continuing education is prepared, and checks are distributed.

With the rising demands anticipated for increasing levels of skill training in all career fields, the utilization by higher education of part-time faculty is likely to continue at a high level. Thus, efforts such as those described to upgrade performance of part-timers through professional development—to improve their economic status through regular review of pay and fringe levels, and to enhance feelings of belongingness through colleagial contacts—will pay off handsomely for the institutions they serve.

Information on guidelines and operation details of the various elements described can be obtained by contacting the author at Sinclair Community College, Dayton, OH 45402.

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Summary of Roundtable Discussions

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Roundtable discussions were conducted at the close of the conference to allow participants an opportunity to share information on successful professional development practices. These discussions focused on the application of concepts presented at the conference.

The participants identified the following items which they believed would promote professional development for part-time faculty:

- *Instill a sense of involvement in the individual.*
  Making part-time faculty feel a part of the college community ranked high on all lists. Means identified by the discussants to accomplish the task included formal orientation sessions; a faculty handbook which lists pertinent information about the college as well as the department; participation by part-time faculty on college committees; a committee to deal exclusively with the needs of the part-time faculty; full access to institutional resources; lapel pins, name tags, or articles of clothing to identify them as a member of the faculty; office space; interaction among full- and part-time faculty; and newsletters.

- *Plan for professional development of part-time faculty.*
  Planning for professional development assumes a commitment to the concept on the part of the institution. The discussants identified a variety of professional development methodologies to be conducted at the institutional level. Among the most often identified method was a mentoring or peer consultant program in which part-time faculty were paired with more experienced full-time faculty. Other ideas included attending conferences and seminars either at college expense or on a reduced cost basis; workshops dealing with topics of interest to the part-time faculty; tuition waivers for credit courses; and a library of professional development resources such as videotapes of conferences, "how to" books, or a

bibliography of materials available to the part-time faculty in a central location.

- *Provide recognition for faculty achievement.*
  The discussants agreed that recognition of one's achievements is almost as important as the achievement itself. Accordingly, the institution must be aware of opportunities to build the image of its faculty. With part-time faculty, the recognition can be afforded by awarding certificates for completing a set of professional development courses, including a category for part-time faculty in annual outstanding teaching or distinguished service awards, or merely by recognizing their longevity of service to the institution. Whatever the form of recognition, the institution should publicize the award internally and externally.

As the numbers of part-time faculty utilized by colleges increase, so do the professional development needs. To be certain, part-time faculty are a valuable resource to the institution. As a group, they generally offer field tested expertise, sincere commitment, and an enthusiasm to share what they have learned. It remains for the institution to develop that resource.

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